

2020 Annual Implementation Plan

for improving student outcomes

Herne Hill Primary School (4681)



Submitted for review by Shane Ezard (School Principal) on 10 December, 2019 at 10:57 AM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 31 January, 2020 at 03:15 PM
Endorsed by Lisa De Groot (School Council President) on 24 February, 2020 at 07:46 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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<ul style="list-style-type: none"> -Staff embraced the use of high quality DET documents and use these consistently when planning (HIT's, Toolkits ETC) -Literacy and STEM Leaders have continued high quality professional learning beyond the school and have use this knowledge to build the capacity of all staff across the school - Learning Goals have been developed and built upon over the past three years and are reviewed regularly in line with our assessment practices and instructional models -Collective focus on student learning was 99% (Staff Survey) -Instructional leadership 97% (Staff Survey) -Belief evaluating impact improves practice 100% (Staff Survey) -Use evidence to inform practice 100% (Staff Survey) -Students are keen to engage in opportunities of reflection and feedback across all curriculum areas (peer, self and teacher) -Student feedback is used to develop purposeful units of work, especially in Inquiry Learning Confidence (85%)- increased to 91% Neutral and Positive -School Contentedness (85%)- increased to 93% Neutral and Positive
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	<ul style="list-style-type: none"> -Stimulating Learning (85%)- increased to 95% Neutral and Positive -Focus on improving parents perception of 'Non-experience of bullying (43%) increased to 57% Positive -Strong connections between 'KidsMatter', now known as 'Be You', have been made explicit across the school community through regular professional learning and discussions
<p>Considerations for 2020</p>	<ul style="list-style-type: none"> - Given the School review Term 2, 2020 the focus will be on building on current practices and priorities to further embed -2nd year of PMSS program- Scope and Sequence documentation for Science -Investigate how we are going assess & collect student learning data for science with a focus on whole school approach -Reading Project (BSWR) -Developing data literacy (balanced and formative) to improve student outcomes in reading, writing, speaking & listening. -Using Amplify as a reference to promoted and develop processes for student voice & agency -Targeted professional learning will be used to improve teacher efficacy in providing high quality instruction across all learning areas. -Continued roll out of DET documents to support education initiative -Quality instructional practice -Student attendance -Staff & student engagement and well being
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>
Target 1.1	<p>The NAPLAN Year 3 to 5 Relative Gain (Reading, Writing and Numeracy) measures to show:</p> <ul style="list-style-type: none"> - Less than 25% of students make low relative gain. - More than of 25% of students make high relative gain. <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Intake adjusted data for achievement (Teacher judgement & NAPLAN) places HHPS similar or higher than other government schools.</p>
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	<p>Strengthen evidence based planning, teaching and assessment approaches with a focus on High Impact Teaching Strategies (HITS).</p>
Key Improvement Strategy 1.b Evaluating impact on learning	<p>Action Plan to accelerate improvement</p>
Goal 2	<p>Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.</p>
Target 2.1	<p>School Staff Survey, School climate module.</p>

	<p>Over the life of the Strategic plan, principal and teacher endorsement to be at or above 80 percent for: (i) Collective Efficacy (ii) Teacher Collaboration (iii) Collective focus on Student Learning (iv) Guaranteed and Viable Curriculum (v) Shielding/buffering (vi) Parent and community involvement (vii) Academic emphasis.</p> <p>Intake adjusted data for attendance places HHPS similar or higher than other government schools</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>To improve the intellectual engagement and active student agency in learning for all students.</p>
<p>Goal 3</p>	<p>Student Wellbeing: Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.</p>
<p>Target 3.1</p>	<p>Attitude to school survey factors:</p> <p>Maintain or improve from baseline data over the life of the Strategic Plan (Baseline data in brackets) in the following: (i) Learning Confidence (4.05) (vii) School Connectedness (4.35) (iii) Stimulating Learning (4.00) (iv) Teacher Effectiveness (4.44) (v) Teacher Empathy (4.47)</p> <p>Intake adjusted data for wellbeing places HHPS similar or higher than other government schools</p>
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Further develop learning (teacher and student) and programs to support the health, well-being, inclusion and engagement of all students.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>	Yes	<p>The NAPLAN Year 3 to 5 Relative Gain (Reading, Writing and Numeracy) measures to show:</p> <ul style="list-style-type: none"> - Less than 25% of students make low relative gain. - More than of 25% of students make high relative gain. <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Intake adjusted data for achievement (Teacher judgement & NAPLAN) places HHPS similar or higher than other government schools.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - Increase the percentage of students working in the top 2 bands in Numeracy in Years 5 to 25% - Reduce the percentage <30% of students achieving low growth in numeracy. - Increase the percentage of students working in the top 2 bands in Reading in Years 5 to 40% - Improve high relative growth in Reading.>25% - Increase the number of students working in the top 2 bands for Writing in both Years 3 & 5. (more than 30% in Yr. 3 & 10% in Yr. 5) -Reduce the number of students achieving low academic growth in Writing.>25%) -Students to achieve a minimum of 12 months growth in Reading, Writing and Number according to teacher judgement progression points.
<p>Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all</p>	Yes	<p>School Staff Survey, School climate module.</p> <p>Over the life of the Strategic plan, principal and teacher endorsement to be at or above 80 percent for: (i) Collective</p>	<ul style="list-style-type: none"> -Intake adjusted attendance data to be similar or higher than other government schools in 2019 -Using attendance data from the

<p>students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.</p>		<p>Efficacy (ii) Teacher Collaboration (iii) Collective focus on Student Learning (iv) Guaranteed and Viable Curriculum (v) Shielding/buffering (vi) Parent and community involvement (Vii) Academic emphasis.</p> <p>Intake adjusted data for attendance places HHPS similar or higher than other government schools</p>	<p>Panorama report, Increase engagement from 92.1% (medium) to 93%</p>
<p>Student Wellbeing: Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.</p>	<p>Yes</p>	<p>Attitude to school survey factors:</p> <p>Maintain or improve from baseline data over the life of the Strategic Plan (Baseline data in brackets) in the following: (i) Learning Confidence (4.05) (vii) School Connectedness (4.35) (iii) Stimulating Learning (4.00) (iv) Teacher Effectiveness (4.44) (V) Teacher Empathy (4.47)</p> <p>Intake adjusted data for wellbeing places HHPS similar or higher than other government schools</p>	<p>Improve from baseline data in 2019 in the following 3 areas of the ATS Survey (not including neutral responses) Learning Confidence >72% School Connectedness >77% Stimulating Learning >74% Teacher Concern > 66%</p>

<p>Goal 1</p>	<p>Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>
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12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the percentage of students working in the top 2 bands in Numeracy in Years 5 to 25% - Reduce the percentage <30% of students achieving low growth in numeracy. - Increase the percentage of students working in the top 2 bands in Reading in Years 5 to 40% - Improve high relative growth in Reading.>25% - Increase the number of students working in the top 2 bands for Writing in both Years 3 & 5. (more than 30% in Yr. 3 & 10% in Yr. 5) -Reduce the number of students achieving low academic growth in Writing.>25%) -Students to achieve a minimum of 12 months growth in Reading, Writing and Number according to teacher judgement progression points.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Strengthen evidence based planning, teaching and assessment approaches with a focus on High Impact Teaching Strategies (HITS). Yes
KIS 2 Evaluating impact on learning	Action Plan to accelerate improvement 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.	Herne Hill Primary School has selected the KIS as a focus to ensure the priority work initiated over the life of the current strategic plan becomes embedded in quality practice. Various data sets, including NAPLAN also indicate that various cohorts within the school need explicit focus to ensure appropriate achievement at growth is made, especially in reading, writing and number. The HITs will be the consistent tool used to ensure this work is purposefully and consistently implemented across all learning and curriculum areas throughout the school. Further focus will be developed through feedback and direction from the 2020 S.S.P. recommendations and actions.
Goal 2	Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.
12 Month Target 2.1	<ul style="list-style-type: none"> -Intake adjusted attendance data to be similar or higher than other government schools in 2019 -Using attendance data from the Panorama report, Increase engagement from 92.1% (medium) to 93%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To improve the intellectual engagement and active student agency in learning for all students.	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.	The continued focus on student agency will ensure processes that have been the priority work over the past three years will become further embedded and more sophisticated throughout the school. We want students to be able to make connections between their individual learning goals, success criteria, feedback and be able to articulate the links to planning and learning in the classroom. We want students to develop further agency and engage in the curriculum with a higher level of understanding, and be able to make connections between the student agency processes and curriculum planning, teaching and learning. This will be measured through the student voice domains within the student attitude to school, parent opinion surveys and attendance data. Further focus will be developed through feedback and direction from the 2020 S.S.P. recommendations and actions.	
Goal 3	Student Wellbeing: Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.	
12 Month Target 3.1	Improve from baseline data in 2019 in the following 3 areas of the ATS Survey (not including neutral responses) Learning Confidence >72% School Connectedness >77% Stimulating Learning >74% Teacher Concern > 66%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Further develop learning (teacher and student) and programs to support the health, well-being, inclusion and engagement of all students.	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.

Herne Hill Primary School has selected this KIS as a priority the first two terms of 2020 to ensure the whole school focus work on Be You and Bounce Back Program becomes further embedded and evident within the school community. We want to continue developing a 'whole school' approach and 'consistent language' with staff, students and parents to ensure our students are 'happy and calm' within and beyond the school environment. We want to continue to ensure our processes and practices are inclusive and allow all students to engage to a higher level and take risks with their learning. We want to ensure our programs are evident across all year levels and the language and learning opportunities are aligned throughout and built upon as students move throughout the school. Further focus will be developed through feedback and direction from the 2020 S.S.P. recommendations and actions.

Define Actions, Outcomes and Activities

Goal 1	Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the percentage of students working in the top 2 bands in Numeracy in Years 5 to 25% - Reduce the percentage <30% of students achieving low growth in numeracy. - Increase the percentage of students working in the top 2 bands in Reading in Years 5 to 40% - Improve high relative growth in Reading.>25% - Increase the number of students working in the top 2 bands for Writing in both Years 3 & 5. (more than 30% in Yr. 3 & 10% in Yr. 5) -Reduce the number of students achieving low academic growth in Writing.>25%) -Students to achieve a minimum of 12 months growth in Reading, Writing and Number according to teacher judgement progression points.
KIS 1 Evidence-based high-impact teaching strategies	Strengthen evidence based planning, teaching and assessment approaches with a focus on High Impact Teaching Strategies (HITS).
Actions	<ul style="list-style-type: none"> * Learning Specialist and PMMS staff to support the consistent implementation of HITS as an effective instructional model for balanced assessment, planning and quality teaching across all curriculum areas (Louise Buxton, Matt Hobbs and Anthony Condemi with lead this work) * Additional staff to attend Literacy Local Leaders to broaden teacher capacity across the school. This will ensure we broaden our consistency of literacy instruction across the school and empower staff to drive the literacy improvement cycle in reading (2019 Causal Inquiry) *Primary Science Specialist to attend balance of Professional Learning modules for second year implementation and will focus on leading others and sustaining effectiveness beyond 2020 in STEM * Years 3-6 staff to be involved Reading Growth Project with a focus on maintaining the Top 2 bands as measured by NAPLAN supported. This work will be supported by our EIL-Warrick Lamb * Peer feedback structures will be further implemented in 2020 to develop teacher capacity and consistency with the priority work
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> *Monitor evidence of data made available when observing collaborative planning sessions at each grade level *Time, resources and professional development to support implementation of expected actions *Promote staff leadership and collaboration within and beyond teams

	<p>*provide differentiated opportunities for targeted professional learning to focus on the effective implementation of HITS. *provide opportunities to unpack key department documents references to inform practice and build capacity *Provide time and professional learning for staff involved in the reading growth project</p> <p>Teachers will:</p> <p>*be able to demonstrate tracking of student growth, cohort comparison, goal setting, formative assessment and/or summative assessment in a cohesive and collective way to then inform targeted teaching for individual student needs. *engage in professional learning within and beyond the school to drive the literacy and numeracy improvement cycle *teachers will collaborate with learning specialist and PMSS staff to improve instructional practice and enhance learning opportunities for students. *teachers will participate in various forms of observation processes to reflect on their practice and set goals for individual areas of focus. * use formative assessment to improve student outcomes across all curriculum areas *have agreed on expected evidence-based instructional model aligning to HITS</p> <p>*Students will :</p> <p>*set personal learning goals across key curriculum areas using feedback from formative assessment *participate in student conferences by articulating learning goals and their successes, challenges and next level of learning. *gain a greater sense of achievement when their personal learning goals are met *participate with persistence in differentiated learning opportunities.</p>			
Success Indicators	<p>* Improvement in student outcomes (both achievement and relative growth) for all students in reading and numeracy * Improve number of students working in the top 2 bands in reading as measured by NAPLAN * Maintain all teaching and learning domains of the staff survey >94% * Through professional learning with learning specialist, staff will engage in high level conversation to demonstrate their understandings of formative assessment in literacy *Sustainable science planning, teaching and assessment will be evident across all year levels *Evidence in teacher planning of mandated time allocation for Literacy and Numeracy</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide Professional Learning for staff within and beyond the school with a focus on implementation of HITs effectively across all	☑ All Staff	☑ PLP Priority	from: Term 1	\$20,000.00

curriculum areas, especially Science, Mathematics and Literacy (Bastow, Primary Science, Network Literacy Leaders and Leadership Development)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> STEM Coordinator		to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Provide opportunities to develop middle level leadership through high level regional and network leadership initiatives.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to refine reflective opportunities about teaching and learning (i.e. peer observation, learning walks, collaborative teaching, Japanese Lesson Study) as evidenced in Performance Development Plans.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Grade level shared planning and moderation days each term with a focus on guaranteed and viable curriculum.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
On Line assessments and programs to provide quality and differentiated programs (Essential Assessment, Mathletics, Lexia, Sunshine Online)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Resources to support quality implementation and sustainability of Science across the school for 2020 and beyond.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> STEM Coordinator		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Literacy Resources to support consistent implementation of the workshop model and balanced assessment	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Action Plan to accelerate improvement			
Actions	Develop and implement an agreed 'Classroom Action Plan' for reading Use formative and summative assessment data determine student learning needs and differentiate teaching			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • complete assessments to determine learning needs • participate in targeted focus groups • apply identified strategies within their work <p>Teachers will:</p> <ul style="list-style-type: none"> • identify student achievement over time using NAPLAN and school benchmarking assessment data • analyse student data and triangulate the data to create a 'digital data wall' • identify target cohort of students based on learning needs • analyse NAPLAN Item Analysis and ZPD to determine skills, understanding, learning areas for targeted teaching • develop and consistently implement a 'Classroom Action Plan', including agreed strategies/interventions • monitor the impact of their strategies/interventions and adjust based on student need • evaluate and refine their practice based on student learning <p>Leaders will:</p> <ul style="list-style-type: none"> • identify and allocate resources to support work • support middle leaders to lead the year level PLC • lead and actively monitor implementation of the Action Plan • provide regular feedback to teachers on implementation of the 'Classroom Action Plan' 			

Success Indicators	<p>Teachers:</p> <ul style="list-style-type: none"> • completed 'digital data wall' • identified student cohort based on triangulated data • completed NAPLAN item analysis and ZPD • finalised 'Classroom Action Plan' • observations and minutes from discussions/meetings • evidence of individual student benchmarks and targets <p>Leaders:</p> <ul style="list-style-type: none"> • SIT meeting minutes • evidence of feedback to teachers, e.g. notes, emails, minutes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Undertake data analysis to identify target student cohort	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop digital data wall to plan for and track student progress	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete NAPLAN item analysis and ZPD	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and document a 'Classroom Action Plan' that outlines key learning foci, agreed teaching strategy, intervention approach and week by week breakdown of the work to be done	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a NAPLAN preparation strategy	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.			
12 Month Target 2.1	-Intake adjusted attendance data to be similar or higher than other government schools in 2019 -Using attendance data from the Panorama report, Increase engagement from 92.1% (medium) to 93%			
KIS 1 Empowering students and building school pride	To improve the intellectual engagement and active student agency in learning for all students.			
Actions	<ul style="list-style-type: none"> *Continue to provide opportunities for students to co-create, monitor and reflect on learning goals through effective conferring processes *Student leadership action group (house leaders, school leaders, diversity leaders, environmental leaders and technology leaders) will meet weekly with team leader to develop leadership skills, knowledge and understandings * Use targeted programs and learning opportunities to develop 'Learner Characteristics and Dispositions', especially Learning Confidence and Resilience: Eg:Bounceback *Inclusion of student voice in curriculum planning and decision making processes throughout the school * Develop our understanding of Student Voice and Agency through whole school and team professional learning (COP with Rollins and Manifold Heights will have an aligned focus of Student Voice and Agency) 			
Outcomes	Leadership will: *have successfully implemented and led professional learning to ensure consistent understanding of how to deepen student voice and agency across the school			

	<p>*monitor the implementation of strategies to develop authentic student voice and agency *have reflected and provided feedback to staff through learning walks, peer observation, coaching and performance review process *Provided opportunities for staff to deeply reflect on Student Attitude to School Survey *Lead Student Leaders action meetings</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - work towards shared understanding of student voice and agency - seek feedback from students to support implementation of curriculum - make connections with real-life context and learning, within and beyond the classroom -provide opportunities for individual and group conferencing to reflect on, and set, personal learning goals -Provide learning opportunities to to deepen learning confidence and resilience <p>Students will:</p> <ul style="list-style-type: none"> *articulate their ideas and opinions with peers and teachers *negotiate, monitor and seek feedback on learning goals *work collaboratively on learning experiences 			
<p>Success Indicators</p>	<p>* Student can articulate their learning goals and show evidence of "What am I learning and why?" "How will I know if I am successful" and "Where to next?". *Improvements in learner characteristics and dispositions domain of Student Attitude to School Survey * Regular and focused grade level PLTs have occurred to ensure consistent implementation of student goal setting and feedback * Student Led conferences have been successfully implemented * Increase in Student voice will be in Student ATS (from 61% in 2019) * Increase in School Connectedness in Student ATS (from 77% in 2019) *Student Leadership Action Group have developed their skills and knowledge of leadership and have lead targeted projects and celebrations throughout the year * Year 3-6 cohort involved in various student leadership opportunities (for example: JSC, GRIP, Student Leadership Action Group)</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Participate in student leadership opportunities to support student voice and agency across the school</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>

Goal 3	Student Wellbeing: Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.
12 Month Target 3.1	Improve from baseline data in 2019 in the following 3 areas of the ATS Survey (not including neutral responses) Learning Confidence >72% School Connectedness >77% Stimulating Learning >74% Teacher Concern > 66%
KIS 1 Health and wellbeing	Further develop learning (teacher and student) and programs to support the health, well-being, inclusion and engagement of all students.
Actions	<ul style="list-style-type: none"> *Monitor and track attendance ensuring appropriate follow up for at risk students.*All staff will work towards completing additional online Be You training modules *Well Being leaders will provide professional learning and direction for social and emotional learning. *Review and continue to implement explicit learning of social and emotional learning through Bounce Back program across the school *Continue professional dialogue and learning about best practice in Inclusive Education and reasonable adjustments. *Appointment of two Student Diversity Leaders as part of remodeled student leadership program *Targeted and inclusive celebrations and well-being programs specific to the diverse needs of the school community (eg. Diversity Week, NAIDOC Week, Peaceful Kids, Seasons, Strengthening Families,) *Continue to develop positive partnerships within and beyond the school community (eg. Bethany, Barwon, Child, Youth & Family, Victorian Police- Cyber Safety)
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> *have monitored and tracked whole school attendance data *have worked with families to and provided appropriate interventions for students with regular absenteeism *have provided opportunities for to engage in staff engagement in professional learning on inclusive education and student well being <p>Teachers will:</p> <ul style="list-style-type: none"> *Have a deepened teacher efficacy to promote social and emotional learning in an integrated manner *Be able to make reasonable adjustments to ensure inclusive practices for all students *Be able to use consistent language to promote positive well being across the school community *Have implemented BounceBack scope and sequence documents appropriate to the year level.

	<p>Students will:</p> <ul style="list-style-type: none"> *Be able to link classroom learning to real life situations *Be happy, calm and ready to learn *Engage in purposeful learning activities that have been differentiated to cater for individual needs 			
Success Indicators	<ul style="list-style-type: none"> *Improved attendance so that we have remained above state mean and reduce average days absent to <17 *Interventions and adjustments have been put in place for students at risk. *The Bounce Back program continues to be reviewed by the Well-Being PLT and is evident in planning and explicit teaching. *Continue to promote parent education on Bounce Back program *Maintain positive Parent Survey data as seen in 2019. Focus on improving parents perception of 'Non-experience of bullying 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Acknowledgement and celebration of significant days including, NAIDOC, Diversity, Stress Less Day etc	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Resources and Professional Learning to successfully implement well being programs for staff and students across the school	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$76,000.00	0.00
Additional Equity funding	\$127,000.00	\$127,000.00
Grand Total	\$203,000.00	\$127,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide Professional Learning for staff within and beyond the school with a focus on implementation of HITs effectively across all curriculum areas, especially Science, Mathematics and Literacy (Bastow, Primary Science, Network Literacy Leaders and Leadership Development)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <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	\$20,000.00	\$20,000.00
Provide opportunities to develop middle level leadership through high level regional and network leadership initiatives.	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"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Continue to refine reflective opportunities about teaching and learning (i.e. peer observation, learning	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00

walks, collaborative teaching, Japanese Lesson Study) as evidenced in Performance Development Plans.	to: Term 4	<input checked="" type="checkbox"/> CRT		
Grade level shared planning and moderation days each term with a focus on guaranteed and viable curriculum.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
On Line assessments and programs to provide quality and differentiated programs (Essential Assessment, Mathletics, Lexia, Sunshine Online)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Resources to support quality implementation and sustainability of Science across the school for 2020 and beyond.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Literacy Resources to support consistent implementation of the workshop model and balanced assessment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
Undertake data analysis to identify target student cohort	from: Term 1 to: Term 1		\$1,000.00	
Develop and document a 'Classroom Action Plan' that outlines key learning foci, agreed teaching strategy, intervention approach and week by week breakdown of the work to be done	from: Term 1 to: Term 2		\$2,000.00	
Participate in student leadership opportunities to support student voice and agency across the school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
Acknowledgement and celebration of significant days including, NAIDOC, Diversity, Stress Less Day etc	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Resources and Professional Learning to successfully implement well being programs for staff and students across the school	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"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Totals			\$76,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Targeted Intervention-Literacy Support Teacher-0.6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$70,000.00	\$70,000.00
Literacy Coaching	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00
Differentiated Classroom Support-ES Support	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$28,000.00	\$28,000.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		
Koori Intervention and Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,000.00	\$7,000.00
Literacy Support Reading/Library	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$7,000.00	\$7,000.00
Totals			\$127,000.00	\$127,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide Professional Learning for staff within and beyond the school with a focus on implementation of HITs effectively across all curriculum areas, especially Science, Mathematics and Literacy (Bastow, Primary Science, Mathematics and Literacy Leaders and Leadership Development)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> STEM Coordinator 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources <p>Literacy and Numeracy Tool kits</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Variety of Professional learning opportunities provided by DET, BASTOW and other relevant consultant. (Both on and off site)</p>
Provide opportunities to develop middle level leadership through high level regional and network leadership initiatives.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Network, Regional and BASTOW Professional</p>

			<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Regional Leadership Conferences		Learning Opportunities
Continue to refine reflective opportunities about teaching and learning (i.e. peer observation, learning walks, collaborative teaching, Japanese Lesson Study) as evidenced in Performance Development Plans.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Both on and off site to other schools and educational settings
Undertake data analysis to identify target student cohort	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop digital data wall to plan for and track student progress	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	
Complete NAPLAN item analysis and ZPD	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop and document a 'Classroom Action Plan' that outlines key learning foci, agreed teaching strategy, intervention approach and week by week breakdown of the work to be done	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop and implement a NAPLAN preparation strategy	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participate in student leadership opportunities to support student voice and agency across the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Agencies beyond the school including BASTOW and GRIP	<input checked="" type="checkbox"/> Off-site Both on and off site, depending on what

						becomes available
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