

# 2021 Annual Implementation Plan

## for improving student outcomes

Willaura Primary School (2662)



Submitted for review by Rae Perry (School Principal) on 23 December, 2020 at 02:15 PM  
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 23 December, 2020 at 04:03 PM  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2021

Willaura Primary School (2662)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
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<b>Excellence in teaching and learning</b>		Building practice excellence	Evolving moving towards Embedding	A Key Improvement Strategy of our AIP goal "To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy' was to develop a common instructional model for literacy and numeracy that will be implemented across the school. This instructional model, is our school pedagogical model and was co-constructed by staff using the Literacy and Numeracy toolkit. It also was modified to include Learning Intention professional development and inclusion of HITS.
		Curriculum planning and assessment	Emerging moving towards Evolving	A Key Improvement Strategy of our AIP goal "To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy' was to develop a whole school professional development plan to include collaboration on whole school planner including alignment with our assessment schedule.
		Evidence-based high-impact teaching strategies	Evolving	A Key Improvement Strategy of our AIP goal "To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy" we drew on current research, with a focus on evidence-based high impact teaching strategies to inform our practice. We collaboratively designed a scope and sequence of learning and regularly reviewed and updated our learning programs using an inquiry based cycle. We used our Remote learning SOLS sessions to facilitate dialogue and practice.

	Evaluating impact on learning	Evolving	A Key Improvement Strategy of our AIP goal “To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy” we engaged in peer observation and feedback, regularly engaged in student work moderation. We implemented Tier 2 intervention with Numeracy Fluid groups, analysing student data and growth to create differentiated learning.
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<b>Professional leadership</b>		Building leadership teams	Evolving	A Key Improvement Strategy of our AIP goal "To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy' school leadership engaged in a wide variety of professional development as well as facilitating VIT mentorship of graduate teaching staff. They also evolved into leading PLT sessions, working collaboratively with all staff. Principal also facilitated raising awareness across the school of our key improvement strategies identified in the SSP and AIP.
		Instructional and shared leadership	Evolving	A Key Improvement Strategy of our AIP goal "To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy' school leadership engaged in a wide variety of professional development as well as facilitating VIT mentorship of graduate teaching staff. As a team we all partook in Stages of Learning Streams and ran growth coaching sessions addressing the professional development.
		Strategic resource management	Embedding	A Key Improvement Strategy of our AIP goal "To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy' principal leadership allocated SRP funding to maximize student learning and school needs, through employment of ES staff and equitable classroom staffing. We also hired a specialist art teacher in Term 4 using student feedback. A senior leader completed her VIT mentor training and supported graduate staff to complete their VIT.

	Vision, values and culture	Evolving	<p>A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning" we created several initiatives throughout Remote Learning. Including using student and parent feedback through "WIN Time Sessions" (What I need time). Feedback was tabled at every school council meeting. These sessions provided students and families with a platform to feedback change.</p> <p>We also participated in The Resilience Project to forward evidence-based teaching and learning and well-being practices. We sent home "Principal Packs" every Friday to support these initiatives.</p>
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Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Teachers and leaders collected student perception and engagement data and researched and planned for change.
	Setting expectations and promoting inclusion	Evolving	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Leaders oversee the introduction of a positive behaviour framework. We embedded our SWPBS with a strong emphasis on restorative practice. This was supported by Respectful Relations. The principal had a "Positive Well-Being and Behaviour Catch Up Wall" with regular check-ins with all students. We celebrated student achievement at classroom level and whole school. Leaders allocated resources to ensure that education support staff were engaged to support individual students.
	Health and wellbeing	Emerging	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Leaders and teachers implemented health and wellbeing policies and frameworks within the classroom and across the school. We implemented Respectful Relations, supported by The Resilience Project cluster initiative. We used a wide variety of strategies through Remote Learning, including Melbourne University Well Being resources and took feedback from families to have well-being days and Friday Feedback and Family Catch Up time. WIN time also supported each student having one pastoral member of staff to have an ongoing relationship.

	Intellectual engagement and self-awareness	Emerging moving towards Evolving	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Teachers plan learning sequences that engage students. We finalized our "I Can Statements" aligned with the scope and sequence for teacher, student and parents/carers to use as a tool for understanding student learning goals.
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Community engagement in learning		Building communities	Emerging	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Leaders encouraged community participation in school activities and provided access to school resources. We facilitated this in Remote Learning through our Friday Feedback as well as establishing a "COVID Communication Council" with parents. The principal contacted parents each week to get feedback on a variety of topics.
		Global citizenship	Emerging	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Leaders support teachers to run whole-school activities designed to lift and develop global citizenship and intercultural capability. This year we practiced this by celebrating NAIDOC Week, Sorry Day, ANZAC Day, Book Week and covered this curriculum in our Educational Research Projects. We created informative posters and a video to inform the local farming community of Safety on the Farm, an initiative with Kids Safe Victoria.
		Networks with schools, services and agencies	Emerging	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Leaders and teachers adapted their approach to strengthen school and home partnerships. We had a variety of means of connecting and communicating with parents through remote learning. Such as Communication Council with parents, phone calls, Friday Feedback, Principal packs and weekly communications. Teachers scheduled parent/carer and student conferences online to discuss goals and targets, learning, individual progress and achievements.

	Parents and carers as partners	Evolving moving towards Embedding	A Key Improvement Strategy of our AIP goal "To strengthen student voice and community involvement to enhance student learning." Leaders and teachers adapted their approach to strengthen school and home partnerships. We had a variety of means of connecting and communicating with parents through remote learning. Such as Communication Council with parents, phone calls, Friday Feedback, Principal packs and weekly communications. Teachers scheduled parent/carers and student conferences online to discuss goals and targets, learning, individual progress and achievements.
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<p><b>Enter your reflective comments</b></p>	<p>1. What did your school's Term 2 flexible and remote learning program look like?  The development and delivery of effective teaching and learning / health, wellbeing and engagement programs. For our initial curriculum day we used the ROADMAP TO FLEXIBLE AND REMOTE LEARNING - PLANNING TEMPLATE to guide our concurrent planning. The template outlined questions and prompts for school leaders to consider. It was used in conjunction with the 'Roadmap to flexible and remote learning'. This document became an organic reflective tool throughout remote learning meetings as issues evolved.  As far as curriculum planning, we were directed by the Department guidelines, as follows;  P-2  In the first stages of remote learning, the aim was to provide teaching</p> <ul style="list-style-type: none"> <li>• Literacy activities that take a total of about 45-60 minutes activities focussed on reading, writing, speaking and listening.</li> <li>• Numeracy with 30-45 minutes allocated to each of numeracy</li> <li>• Play-based learning and physical activities of 30-45 minutes</li> </ul> <p>3-6  In the early stages, the aim should be to provide daily activities that focus on:</p> <ul style="list-style-type: none"> <li>• literacy for a total of 45-60 minutes</li> <li>• numeracy for 30-45 minutes</li> <li>• physical activities for 30 minutes</li> <li>• 90 minutes of science, the humanities, the arts, health and languages, with learning activities enabling students to develop the general capabilities of critical and creative thinking, intercultural understanding and ethical understanding activities were used to support student's personal and social development.</li> </ul>
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	<p>Early stages of RL focused on how we would use technology, we used the DET Google Suite for sharing learning and Meet for video conferencing.</p> <p>The P-2 classroom teacher hosted 2 synchronous learning sessions daily for 60 minutes, with a break for eating and physical activity. Learning packs were picked up by families at school each Friday. Planners were emailed to the principal and uploaded on the school network drive.</p> <p>The 3-6 classroom teachers hosted 2 synchronous learning s</p>
<b>Considerations for 2021</b>	<p>Key focus will be outlined in Goal 1, addressing key considerations in student learning catchup and extension (Tutor funding), engagement (equity funding), attendance and health and well-being.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Empowering students and building school pride	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.
<b>Target 2.1</b>	<p><b>TARGETS</b></p> <ul style="list-style-type: none"> <li>• NAPLAN- All students will achieve at least medium to high learning growth in literacy and numeracy.</li> <li>Teacher Judgements- All students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.</li> <li>Parent Opinion Survey- To consistently achieve a high proportion of positive responses in all framework factors of the Student Cognitive Engagement domain.</li> </ul>

	<p>Staff Opinion Survey-</p> <p>To consistently achieve a high percentage of whole school endorsement in all components of the School Climate module.</p>
<p><b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies</p>	<p>To develop a program that provides for all students requiring intervention in literacy and numeracy.</p>
<p><b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies</p>	<p>Teachers will be able to demonstrate a good understanding of the High Impact Teaching Strategies and will be using them in their classrooms.</p>
<p><b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies</p>	<p>To develop a common instructional model for literacy and numeracy that will be implemented across the school.</p>
<p><b>Key Improvement Strategy 2.d</b> Evidence-based high-impact teaching strategies</p>	<p>To continue to build teacher capacity in data literacy to analyse data and guide explicit teaching and learning.</p>
<p><b>Goal 3</b></p>	<p>To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.</p>
<p><b>Target 3.1</b></p>	<p><b>TARGETS</b></p> <p>Student Attitudes to School Survey- Student voice and agency</p> <p>To consistently achieve a high percentage of positive responses in the survey factors of Stimulated learning and Student voice and agency.</p> <p>Parent Opinion Survey- Student agency and voice</p>

	To consistently achieve a high percentage of positive responses in the framework factors of Student agency, Stimulating learning environment and Effective teaching.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To build capacity for teachers to engage students in their personalised learning and goal setting aligned to the Victorian Curriculum and DET initiatives.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	To continue building teacher capacity through professional learning to confidently set Family Centred Classroom Practice Goals in their classrooms each term.
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	To build parent capacity to support their child's learning.
<b>Key Improvement Strategy 3.d</b> Empowering students and building school pride	To participate in a pilot program with Malarkey Playwork to introduce loose parts play to Willaura Primary School to increase engagement and Student Voice and Agency.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Refer to the targets below
To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.	Yes	<p><b>TARGETS</b></p> <ul style="list-style-type: none"> <li>• NAPLAN- All students will achieve at least medium to high learning growth in literacy and numeracy.</li> <li>Teacher Judgements- All students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.</li> <li>Parent Opinion Survey- To consistently achieve a high proportion of positive responses in all framework factors of the Student Cognitive Engagement domain.</li> <li>Staff Opinion Survey- To consistently achieve a high percentage of whole school endorsement in all components of the School Climate module.</li> </ul>	<p>To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.</p> <p><b>TEACHER JUDGEMENT</b> Students will be assessed and monitored for progress, to align with our School Strategic plan our target is that 100% achieving one year growth in Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>• Teachers will triangulate data using PAT testing, On Demand, Essential Assessment, Running Records, PROBE and MOI</li> </ul> <p><b>PARENT OPINION SURVEY</b> To consistently achieve a high proportion of positive responses in factors of</p> <ul style="list-style-type: none"> <li>• Student Cognitive Engagement Domain (80%)</li> <li>• School Improvement (80%)</li> </ul> <p><b>STUDENT ATTITUDE TO SCHOOL SURVEY</b> To consistently achieve a high proportion</p>

			<p>of positive response in factors of Effective Teaching Practice for Cognitive Engagement</p> <ul style="list-style-type: none"> <li>• Effective Teacher Time (85%)</li> <li>• Learner Confidence (85%)</li> <li>• Self-Regulation and Goal Setting (85%)</li> </ul> <p>STAFF OPINION SURVEY To achieve a high proportion of positive responses in all framework factors of Teaching and Learning-Implementation and Planning</p> <ul style="list-style-type: none"> <li>• Knowledge of High Impact Teaching strategies (100%)</li> <li>• Use High-Impact teaching Strategies (100%)</li> <li>• Plan differentiated learning activities (100%)</li> <li>• Understand curriculum (100%)</li> <li>• Understand contribution to school improvement (100%)</li> </ul>
<p>To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.</p>	<p>Yes</p>	<p><b>TARGETS</b></p> <p>Student Attitudes to School Survey- Student voice and agency</p> <p>To consistently achieve a high percentage of positive responses in the survey factors of Stimulated learning and Student voice and agency.</p> <p>Parent Opinion Survey- Student agency and voice</p> <p>To consistently achieve a high percentage of positive responses in the framework factors of Student agency, Stimulating learning environment and Effective teaching.</p>	<p>STUDENT ATTITUDE TO SCHOOL SURVEY (Student Voice and Agency)- To maintain or improve positive percentage of responses between Year4 and Year 6</p> <ul style="list-style-type: none"> <li>*Effective Teaching Time (80%)</li> <li>*Stimulated Learning (75%)</li> <li>*Effort (75%)</li> <li>*Motivation and Interest (75%)</li> <li>*Student Voice and Agency (75%)</li> <li>*Self-Regulation and Goal Setting (75%)</li> </ul> <p>PARENT OPINION SURVEY (Student Voice and Agency)-To maintain or increase endorsement in the following</p>



			<p>framework</p> <ul style="list-style-type: none"> <li>*Student Agency and Voice (75%)</li> <li>*Teacher Communication (80%)</li> <li>*Effective Teaching (80%)</li> <li>*Parent Community Engagement (80%)</li> <li>*Parent Participation and Involvement (80%)</li> </ul> <p>STAFF OPINION SURVEY(Student Voice and Agency)-To increase staff endorsement in</p> <ul style="list-style-type: none"> <li>*Teaching and Learning Practice Feedback (75%)</li> <li>*Believe student engagement is key (100%)</li> <li>*Promote student ownership of learning (100%)</li> </ul>
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	Refer to the targets below	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Empowering students and building school pride	Happy, active and healthy kids priority	Yes

<b>KIS 3</b> Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.	
<b>12 Month Target 2.1</b>	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan. <b>TEACHER JUDGEMENT</b> Students will be assessed and monitored for progress, to align with our School Strategic plan our target is that 100% achieving one year growth in Literacy and Numeracy <ul style="list-style-type: none"> <li>• Teachers will triangulate data using PAT testing, On Demand, Essential Assessment, Running Records, PROBE and MOI</li> </ul> <b>PARENT OPINION SURVEY</b> To consistently achieve a high proportion of positive responses in factors of <ul style="list-style-type: none"> <li>• Student Cognitive Engagement Domain (80%)</li> <li>• School Improvement (80%)</li> </ul> <b>STUDENT ATTITUDE TO SCHOOL SURVEY</b> To consistently achieve a high proportion of positive response in factors of Effective Teaching Practice for Cognitive Engagement <ul style="list-style-type: none"> <li>• Effective Teacher Time (85%)</li> <li>• Learner Confidence (85%)</li> <li>• Self-Regulation and Goal Setting (85%)</li> </ul> <b>STAFF OPINION SURVEY</b> To achieve a high proportion of positive responses in all framework factors of Teaching and Learning-Implementation and Planning <ul style="list-style-type: none"> <li>• Knowledge of High Impact Teaching strategies (100%)</li> <li>• Use High-Impact teaching Strategies (100%)</li> <li>• Plan differentiated learning activities (100%)</li> </ul>	

	<ul style="list-style-type: none"> <li>Understand curriculum (100%)</li> <li>Understand contribution to school improvement (100%)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	To develop a program that provides for all students requiring intervention in literacy and numeracy.	No
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Teachers will be able to demonstrate a good understanding of the High Impact Teaching Strategies and will be using them in their classrooms.	No
<b>KIS 3</b> Evidence-based high-impact teaching strategies	To develop a common instructional model for literacy and numeracy that will be implemented across the school.	Yes
<b>KIS 4</b> Evidence-based high-impact teaching strategies	To continue to build teacher capacity in data literacy to analyse data and guide explicit teaching and learning.	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.	This goal was not embedded in 2020 and is still a key improvement strategy. With a young, new staff the importance of having a common instructional model is key to working collaboratively and having students and families engage with the teaching content. The model underpins teacher practice improvement and recognizes the vital role teachers play in improving student outcomes and is the main contributor to improved student learning outcomes. It enables teachers to maintain a line of sight between their own professional development and school-wide improvement based on FISO as well as assist teachers with their professional learning, including designing their PD goals.	
<b>Goal 3</b>	To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.	
<b>12 Month Target 3.1</b>	STUDENT ATTITUDE TO SCHOOL SURVEY (Student Voice and Agency)- To maintain or improve positive percentage of responses between Year4 and Year 6 *Effective Teaching Time (80%)	

	<ul style="list-style-type: none"> <li>*Stimulated Learning (75%)</li> <li>*Effort (75%)</li> <li>*Motivation and Interest (75%)</li> <li>*Student Voice and Agency (75%)</li> <li>*Self-Regulation and Goal Setting (75%)</li> </ul> <p>PARENT OPINION SURVEY (Student Voice and Agency)-To maintain or increase endorsement in the following framework</p> <ul style="list-style-type: none"> <li>*Student Agency and Voice (75%)</li> <li>*Teacher Communication (80%)</li> <li>*Effective Teaching (80%)</li> <li>*Parent Community Engagement (80%)</li> <li>*Parent Participation and Involvement (80%)</li> </ul> <p>STAFF OPINION SURVEY(Student Voice and Agency)-To increase staff endorsement in</p> <ul style="list-style-type: none"> <li>*Teaching and Learning Practice Feedback (75%)</li> <li>*Believe student engagement is key (100%)</li> <li>*Promote student ownership of learning (100%)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	To build capacity for teachers to engage students in their personalised learning and goal setting aligned to the Victorian Curriculum and DET initiatives.	Yes
<b>KIS 2</b> Empowering students and building school pride	To continue building teacher capacity through professional learning to confidently set Family Centred Classroom Practice Goals in their classrooms each term.	No
<b>KIS 3</b> Empowering students and building school pride	To build parent capacity to support their child's learning.	No
<b>KIS 4</b>	To participate in a pilot program with Malarkey Playwork to introduce loose parts play to Willaura Primary School to increase engagement and Student Voice and Agency.	No

Empowering students and building school pride		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This goal was not embedded in 2020 and is still a key improvement strategy. Historically our Attitude to School Survey engagement results have shown this as an area of improvement. Our teaching practice has not embraced engagement with rigour. Coming out of Remote Learning we feel student engagement in learning will be a high priority.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Refer to the targets below
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	Support students whose learning has been disrupted through remote and flexible learning in 2020.
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• lead in the development of a whole school teaching and learning plan that ensures identified students receive point of need support in alignment with the TLI guidelines;</li> <li>• ensure all funds provided through the TLI are strategically allocated;</li> <li>• ensure appropriately qualified staff are appointed to facilitate support programs according to the TLI guidelines;</li> <li>• ensure students are identified and tracked throughout 2021.</li> </ul> <p>Tutors will:</p> <ul style="list-style-type: none"> <li>• directly support identified students;</li> <li>• work with teachers to ascertain the most effective modes of learning for students ( e.g. small group in class );</li> <li>• develop and update Individual Education Plans ( IEPs ) for identified students.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• regularly monitor and assess students to determine point of need learning;</li> <li>• regularly communicate with Tutors around student progress.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• apply their new knowledge and skills across disciplines;</li> <li>• re-engage with learning;</li> <li>• articulate individual learning goals;</li> <li>• students will demonstrate an observable increase in learning confidence.</li> </ul>
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>• Notes from learning walks/observations.</li> <li>• Meeting agendas and minutes.</li> </ul>

	<p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Pre and post-testing of students within the structured support program.</li> <li>• Lesson and unit plans.</li> <li>• Annotated student work samples.</li> <li>• Moderated assessment samples.</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Lesson and unit plans that articulate differentiated learning.</li> <li>• Notes from learning walks and observations, bump it walls, etc.</li> <li>• Samples of pre and post assessment tasks with rubrics.</li> <li>• PLC documentation.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Pre- and post-testing and formative assessment data.</li> <li>• Student work samples.</li> <li>• Discussions during small group instruction.</li> <li>• Moderated assessment samples.</li> <li>• Evidence of individual learning goals.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> <li>• Develop a tutoring structure and model for literacy and numeracy programs/classes that support those students who need to catch up on learning missed due to remote and flexible learning.</li> <li>• Develop a whole-school approach to pre and post testing of literacy and numeracy for the purpose of monitoring growth in all students including those who are receiving additional support.</li> </ul>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$6,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Happy, active and healthy kids priority			

<b>Actions</b>	Develop/implement/embed positive, safe and supportive learning cultures through school-wide teaching and practice of Resilience, Rights and Respectful Relationships.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>ensure the school actively engages in RRRR initiative.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>use common language to discuss emotions and behaviour;</li> <li>use RRRR resources to support student development in social, emotional and respectful behaviours;</li> <li>promote RRRR with parents and the community.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>experience improved social, emotional, behavioural and academic outcomes.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Increased respectful and positive behaviour.</li> <li>Improved social-emotional wellbeing.</li> <li>Positive and respectful relationships among students and staff.</li> <li>Improved perceptual data sets ( i.e. AtoSS, SSS, POS ).</li> <li>Improved student attendance ( especially students deemed at risk ).</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>Active engagement in professional learning sessions.</li> <li>Promotion of RRRR in school community.</li> <li>Implementation of program with use of resources</li> </ul>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Be an active member in the ASSIST program to develop data literacy of teachers and identify student learning progression and needs.			



<b>Outcomes</b>	Leaders will: <ul style="list-style-type: none"> <li>• Develop strong partnerships with other ASSIST school leaders.</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>• consistently implement the agreed assessment schedule.</li> <li>• will regularly update data walls.</li> <li>• will provide regular feedback and monitor student progress using data.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• A documented assessment schedule and evidence of teachers collecting data and moderating assessments.</li> <li>• Use of PAT Maths and PAT Reading data.</li> <li>• Teacher artefacts from formative and summative assessments.</li> <li>• Data walls indicating clearly student progress.</li> <li>• Collaborating with teachers from ASSIST.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>• Establish processes/structures for collecting and monitoring school-wide data, including using a Data Wall.</li> <li>• Develop an agreed assessment schedule in collaboration with staff.</li> <li>• Establish processes for regular moderation of assessment.</li> <li>• Meet regularly with ASSIST members to reflect on student outcomes and build teacher capacity.</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.			
<b>12 Month Target 2.1</b>	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan. <b>TEACHER JUDGEMENT</b> Students will be assessed and monitored for progress, to align with our School Strategic plan our target is that 100% achieving one year growth in Literacy and Numeracy <ul style="list-style-type: none"> <li>• Teachers will triangulate data using PAT testing, On Demand, Essential Assessment, Running Records, PROBE and MOI</li> </ul> <b>PARENT OPINION SURVEY</b>			

	<p>To consistently achieve a high proportion of positive responses in factors of</p> <ul style="list-style-type: none"> <li>• Student Cognitive Engagement Domain (80%)</li> <li>• School Improvement (80%)</li> </ul> <p><b>STUDENT ATTITUDE TO SCHOOL SURVEY</b></p> <p>To consistently achieve a high proportion of positive response in factors of Effective Teaching Practice for Cognitive Engagement</p> <ul style="list-style-type: none"> <li>• Effective Teacher Time (85%)</li> <li>• Learner Confidence (85%)</li> <li>• Self-Regulation and Goal Setting (85%)</li> </ul> <p><b>STAFF OPINION SURVEY</b></p> <p>To achieve a high proportion of positive responses in all framework factors of Teaching and Learning-Implementation and Planning</p> <ul style="list-style-type: none"> <li>• Knowledge of High Impact Teaching strategies (100%)</li> <li>• Use High-Impact teaching Strategies (100%)</li> <li>• Plan differentiated learning activities (100%)</li> <li>• Understand curriculum (100%)</li> <li>• Understand contribution to school improvement (100%)</li> </ul>
<p><b>KIS 1</b> Evidence-based high-impact teaching strategies</p>	<p>To develop a common instructional model for literacy and numeracy that will be implemented across the school.</p>
<p><b>Actions</b></p>	<p><b>WORKFORCE</b></p> <ul style="list-style-type: none"> <li>• Allocate SRP funding to maximise student learning and school need</li> <li>• Determine and allocate what teaching expertise and resources are needed to best achieve student learning outcomes</li> <li>• Align ES staff to maximise student support and staff expertise</li> </ul> <p><b>PROFESSIONAL LEARNING</b></p> <ul style="list-style-type: none"> <li>• Develop a whole school professional development plan inclusive of: *school leaders *teachers * ES classroom *ES administration</li> <li>• Whole school professional development based on identified AIP focus areas</li> <li>• Whole Instructional Model to include *HITS *Learning Intentions and Success Criteria *Pedagogical Model</li> <li>• Peer Observation/Feedback focus on Instructional Model</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>• Staff to have clear understanding of our 2021AIP Goals and Targets and line-of-sight between the AIP and their Performance and Development process</li> <li>• promote common purpose and values for agreed school improvement</li> </ul>

	<ul style="list-style-type: none"> <li>• Formalise planning days</li> <li>• PLT to address Instructional Model and develop a whole school inquiry plan</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>• Collaboratively design and implement a scope and sequence of learning</li> <li>• Regularly review and update learning programs in line with school curriculum plan</li> <li>• Use Literacy and Numeracy Toolkit</li> <li>• Use data to inform teaching practice</li> <li>• Engage in Peer Observation and Feedback</li> </ul>
<b>Outcomes</b>	<p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>• Whole School Documentation <ul style="list-style-type: none"> <li>*Instructional Model to include HITS, Learning Intentions and Success Criteria Curriculum Links and Pedagogical Model</li> </ul> </li> <li>• PLT Planning Documentation</li> <li>• Reporting Documentation</li> <li>• Assessment Schedule Alignment and Documentation</li> <li>• Instructional Model inclusive to Intervention practices</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>• embed the Instructional Model in their teaching practice and learning plans</li> <li>• ensure Learning Intentions and Success Criteria are visible for students, staff and parents</li> <li>• use HITS in their lessons</li> <li>• provide regular feedback to students on their progress against individual learning goals and curriculum standards and through formative and summative assessments</li> <li>• use a range of evidence to monitor the effectiveness of learning programs in meeting student needs</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• understand the lesson intention and success criteria</li> <li>• actively engage with their learning goals</li> <li>• move with confidence from worked examples to independent practice</li> <li>• understand the process required to complete the task <ul style="list-style-type: none"> <li>• understand the connections between learning activities and assessment tasks</li> </ul> </li> <li>• understand the assessment criteria and what they need to do to progress their learning</li> <li>• self-monitor their progress and provide evidence they believe demonstrates they have achieved their goals</li> </ul>
<b>Success Indicators</b>	<p>Whole School Documentation to include</p> <ul style="list-style-type: none"> <li>*Instructional Model</li> <li>*Assessment Schedule</li> </ul>

	<ul style="list-style-type: none"> <li>*PLT notes</li> <li>*Peer Observations</li> <li>*Reports</li> <li>Teacher Planning</li> <li>Visible Learning Intentions and Success Criteria</li> <li>Pre/Post assessment tasks</li> <li>Panorama Data</li> <li>Student Attitude to School Survey</li> <li>Parent Opinion Survey</li> <li>Staff Opinion Survey</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> <li>*Collaboratively design and implement a scope and sequence of learning</li> <li>*Regularly review and update learning programs in line with school curriculum plan</li> <li>*Use Literacy and Numeracy Toolkit</li> <li>*Use data to inform teaching practice</li> <li>*Engage in Peer Observation and Feedback</li> <li>*Classroom teacher to participate in Leading Literacy</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,770.00  <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.			
12 Month Target 3.1	STUDENT ATTITUDE TO SCHOOL SURVEY (Student Voice and Agency)- To maintain or improve positive percentage of responses between Year4 and Year 6 <ul style="list-style-type: none"> <li>*Effective Teaching Time (80%)</li> <li>*Stimulated Learning (75%)</li> <li>*Effort (75%)</li> <li>*Motivation and Interest (75%)</li> <li>*Student Voice and Agency (75%)</li> <li>*Self-Regulation and Goal Setting (75%)</li> </ul> PARENT OPINION SURVEY (Student Voice and Agency)-To maintain or increase endorsement in the following framework <ul style="list-style-type: none"> <li>*Student Agency and Voice (75%)</li> <li>*Teacher Communication (80%)</li> </ul>			

	<ul style="list-style-type: none"> <li>*Effective Teaching (80%)</li> <li>*Parent Community Engagement (80%)</li> <li>*Parent Participation and Involvement (80%)</li> </ul> <p>STAFF OPINION SURVEY(Student Voice and Agency)-To increase staff endorsement in</p> <ul style="list-style-type: none"> <li>*Teaching and Learning Practice Feedback (75%)</li> <li>*Believe student engagement is key (100%)</li> <li>*Promote student ownership of learning (100%)</li> </ul>
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>To build capacity for teachers to engage students in their personalised learning and goal setting aligned to the Victorian Curriculum and DET initiatives.</p>
<p><b>Actions</b></p>	<p><b>WORKFORCE</b> Complete allocation of Equity Funding to boost areas of identified need</p> <p><b>PROFESSIONAL LEARNING</b> Provision of whole school professional development based on identified AIP focus areas of:</p> <ul style="list-style-type: none"> <li>*Pedagogical Model focus of 'Engage'</li> <li>*Educational Research Projects/Discoveries</li> <li>*Amplify DET Resource and other Professional Reading</li> <li>*School Visit</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>*Establish PLT to develop a whole school inquiry plan to Address Voice, Agency and Engagement as key improvement area</li> <li>* all staff have a clear understanding of our 2020 AIP Goals and Targets</li> <li>*All staff have a line-of-sight between the AIP and the Performance and Development process</li> <li>*Address Parent Communication and Involvement as key improvement area</li> <li>*Goal setting and feedback key focus of planning</li> <li>*Review existing approaches to capture school and community views and understandings of student voice, agency and leadership</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>*address Voice, Agency and Engagement as key improvement area</li> <li>*address Parent Communication and Involvement as key improvement area</li> <li>*set specific goals to improve engagement, voice and agency developed in classroom</li> <li>*develop strategies to engage parents in student learning</li> <li>*create a visible classroom, with learning intentions and goals transparent and visible to students and parents</li> <li>*investigate way to make curriculum understandable to parents</li> <li>*provide worked examples (bump up wall)</li> </ul>

	<ul style="list-style-type: none"> <li>*empower students to make decisions about what and how they learn</li> <li>*build quality relationships that enhance student engagement, self-confidence and growth as a learner</li> <li>*build school pride and connectedness</li> <li>* Scaffold and differentiate learning to enable students to achieve their goals</li> <li>*Provide regular feedback to students on their progress against individual learning goals and curriculum standards</li> <li>*support students to monitor their own learning and self-assess</li> <li>*Engage SRC in discussion of ways to collect feedback and other data, and meaning and implications of Student Survey data</li> </ul>			
<b>Outcomes</b>	<p><b>TEACHERS</b></p> <p>regularly monitor student understanding and adapt instruction to meet students' needs</p> <ul style="list-style-type: none"> <li>• establish challenging learning goals</li> <li>*seek information and feedback from students and parents/carers to create meaningful learning experiences for students</li> <li>*establish open and sustained communications with parents/carers</li> <li>*facilitate parental/carer involvement in education within the classroom, school and beyond</li> <li>*provide a range of strategies, tools and rubrics to support student self-evaluation and self-assessment</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>*formally adopt a regular program of eliciting student feedback on curriculum content, processes, pedagogy and assessment</li> <li>*actively engage with the learning goals to plan their own learning</li> <li>*monitor their own progress, and provide evidence they believe demonstrates they have achieved their goals</li> <li>*frame future learning goals based on identified strengths and areas for improvement</li> <li>*understand the learning goals and success criteria and lesson</li> <li>*Initiate a form of peer- or cross-age tutoring within the school</li> <li>*promote and celebrate individual student and school achievements</li> </ul> <p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>*build connectedness with parents/carers to strengthen support for students</li> <li>*invite and encourage the broader community to strengthen social ties, and connection to school</li> <li>*co-design opportunities for students to share and exhibit the outcomes of their learning with the school community</li> <li>*schedule regular events, with and within the community</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>*I Can Statements</li> <li>Student Attitude to School Survey</li> <li>Parent Opinion Survey</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<ul style="list-style-type: none"> <li>*address Voice, Agency and Engagement as key improvement area</li> <li>*address Parent Communication and Involvement as key improvement area</li> <li>*develop strategies to engage parents in student learning</li> <li>*Educational Research Projects/Discoveries</li> <li>*Amplify DET Resource and other Professional Reading</li> <li>*School Visit</li> <li>*Specialist teachers (ART/Music/PE)</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,160.00  <input checked="" type="checkbox"/> Equity funding will be used
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$21,430.00	\$19,430.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$21,430.00</b>	<b>\$19,430.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<ul style="list-style-type: none"> <li>Develop a tutoring structure and model for literacy and numeracy programs/classes that support those students who need to catch up on learning missed due to remote and flexible learning.</li> <li>Develop a whole-school approach to pre and post testing of literacy and numeracy for the purpose of monitoring growth in all students including those who are receiving additional support.</li> </ul>	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$6,500.00	\$6,500.00
<ul style="list-style-type: none"> <li>Active engagement in professional learning sessions.</li> <li>Promotion of RRRR in school community.</li> <li>Implementation of program with use of resources</li> </ul>	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Incursion/Excursion	\$2,000.00	\$1,000.00
*Collaboratively design and implement a scope and sequence of learning	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$2,770.00	\$1,770.00



*Regularly review and update learning programs in line with school curriculum plan *Use Literacy and Numeracy Toolkit *Use data to inform teaching practice *Engage in Peer Observation and Feedback *Classroom teacher to participate in Leading Literacy	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
*address Voice, Agency and Engagement as key improvement area *address Parent Communication and Involvement as key improvement area *develop strategies to engage parents in student learning *Educational Research Projects/Discoveries *Amplify DET Resource and other Professional Reading *School Visit *Specialist teachers (ART/Music/PE)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$10,160.00	\$10,160.00
<b>Totals</b>			\$21,430.00	\$19,430.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> <li>Establish processes/structures for collecting and monitoring school-wide data, including using a Data Wall.</li> <li>Develop an agreed assessment schedule in collaboration with staff.</li> <li>Establish processes for regular moderation of assessment.</li> <li>Meet regularly with ASSIST members to reflect on student outcomes and build teacher capacity.</li> </ul>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants ASSIST leaders	<input checked="" type="checkbox"/> Off-site Principal to lead and attend professional learning days.
*address Voice, Agency and Engagement as key improvement area *address Parent Communication and Involvement as key improvement area *develop strategies to engage parents in student learning *Educational Research Projects/Discoveries *Amplify DET Resource and other Professional Reading	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

*School Visit *Specialist teachers (ART/Music/PE)						
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