

2021 Annual Implementation Plan

for improving student outcomes

Newbury Primary School (5545)



Submitted for review by Michelle Nunn (School Principal) on 27 January, 2021 at 01:09 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 27 January, 2021 at 03:52 PM
Endorsed by Chez Spalato (School Council President) on 01 February, 2021 at 02:51 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>FROM 2020:</p> <p>Since opening in 2017 we have continued to work conscientiously to create a safe, secure and nurturing learning environment where high expectations and the recognition of effort are embedded. The self-evaluation summary indicates that we have continued to make good progress but still have many areas to further develop.</p> <p>A challenge we continue to face is the increase of students and staff. Not only do we have an increase of students at the beginning of the year but we also get many enrolments throughout the year including new arrival and refugee students. In 2020, we will have 36 new staff to induct and support. We need to be mindful of how we can best manage this growth whilst maintaining the culture and level of knowledge and learning we have achieved with existing staff as well as upskilling our existing staff.</p> <p>2020 sees leadership positions much more streamlined to reflect the findings of the review and target areas which were identified. Leading Teachers' work will be closely aligned to the goals in the AIP whilst the Assistant Principal roles take on a more differentiated approach school wide.</p> <p>Through all of this, building staff capacity is a consideration as is trying to get consistency across all year levels.</p>
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<p>Considerations for 2021</p>	<p>FROM 2020: Inducting and supporting thirty six new staff. Creating a whole school professional learning plan that is considerate of school priorities and needs and experience of staff. How do we do all that we need to do with the time limitations for after school meetings that we have? PLC training for Learning Community Leaders, Teaching and Learning Assistant Principal and Principal. Continued implementation of the School Wide Positive Behaviour Framework and Respectful Relationships. Review our work thus far in both the School Wide Positive Behaviour Framework and Respectful Relationships. The school's role in being a lead school for Respectful Relationships. A greater focus on planning for EAL learners in reading using the EAL Developmental Continuum . Developing the capacity of Learning Community Leaders so that they have greater knowledge of how to support the staff in their learning communities. Tracking projects that are in progress to ensure feedback and accountability. Tracking our progress against our AIP targets.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve learning growth for all students.
Target 2.1	<p>By 2023, increase the percentage of students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Year 5 Reading from 18% (average 2016–18) to 28% (2023), similar schools • Year 5 Numeracy from 9% (average 2016–18) to 24% (2023), similar schools <p>Year 5 teacher judgement data to show 80% or more students at or above expected benchmark.</p>
Target 2.2	<p>By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Year 5 Reading from 25% (average 2017–18) to 15% (2023)

	<ul style="list-style-type: none"> • Year 5 Numeracy from 50% (average 2017–18) to 20% (2023)
Target 2.3	<p>By 2023, increase the percentage of students making above benchmark NAPLAN growth and decrease the percentage making low growth:</p> <ul style="list-style-type: none"> • NAPLAN relative growth: Reading (low growth average 2017–18) from 45.2% to 25% (2023) • NAPLAN relative growth: Numeracy (low growth average 2017–18) from 30.8% to 25% (2023) • NAPLAN relative growth: Reading (high growth average 2017–18) from 7.2% to 22% (2023) • NAPLAN relative growth: Numeracy (high growth average 2017–18) from 18% to 26% (2023)
Target 2.4	<p>STAFF OPINION Variables in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> • Teacher collaboration: from 79.5% in 2018 to 90% in 2023 • Collective efficacy: from 68.4% in 2018 to 90% in 2023 • Guaranteed and viable curriculum: from 79.0% in 2018 to 90% in 2023 • Instructional leadership: from 87.3% in 2018 to 92% in 2023 • Time to share pedagogical content knowledge: from 78.9% in 2018 to 90% in 2023
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Refine the planning process across all learning communities, based on an inquiry cycle, in which teachers use evidence to inform planning of a differentiated program that meets the learning needs of all students.</p>

Key Improvement Strategy 2.b Building practice excellence	Develop the capacity of learning community leaders to lead powerful planning; and coach and develop fellow team members.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop Essential Learnings documents that integrate key learning areas, capabilities and pedagogy into a continuum of learning.
Goal 3	Improve student engagement in learning.
Target 3.1	<p>STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of “always” student responses (average Year 4 and Year 5):</p> <ul style="list-style-type: none"> • I am confident in my learning: from 41.9% in 2019 to 60% in 2023 • I want to learn new things: from 55.4% in 2019 to 75% in 2023 • My teachers make the work we do in class interesting: from 58.4% in 2019 to 75% in 2023
Target 3.2	<p>STAFF OPINION Variables in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> • Academic emphasis: from 66.2% in 2018 to 80% in 2023 • Understand curriculum: from 81.6% in 2018 to 90% in 2023
Target 3.3	<p>PARENT OPINION SURVEY</p> <p>Factors in the POS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Student motivation and support: from 83% in 2018 to 90% in 2023

	<ul style="list-style-type: none"> Stimulating learning environment: from 87% in 2018 to 90% in 2023
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Enhance students' capability to be reflective, questioning, self-motivating and aspirational learners.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Further develop a culture of high expectations and high standards that maximises success for all students.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Further develop teacher capacity to develop tailored strategies that scaffold learning and provide for high levels of engagement, differentiation, purposeful learning and appropriate challenge for all students.
Goal 4	Improve and embed a positive climate for learning.
Target 4.1	STUDENT ATTITUDES Variables in the AToSS to reflect the following percentage of positive student responses: <ul style="list-style-type: none"> Student voice and agency: from 66% in 2019 to 80% in 2023
Target 4.2	STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): <ul style="list-style-type: none"> My teacher asks questions to check that we understand: from 24.8% in 2019 to 50% in 2023 There is a teacher or another adult at this school that tells me I am doing a good job: from 25.8% in 2019 to 50% in 2013

	<ul style="list-style-type: none"> • At this school there is a teacher or another adult who listens to me when I have something to say: from 22.5% in 2019 to 50% in 2023
Target 4.3	<p>STAFF OPINION</p> <p>Variables in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice: from 73.7% in 2018 to 85% in 2023
Target 4.4	<p>PARENT OPINION</p> <p>Factors in the POS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Student agency and voice: from 88% in 2018 to 93% in 2023 • Effective teaching: from 82% in 2018 to 90% in 2023 • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 92% in 2023
Key Improvement Strategy 4.a Empowering students and building school pride	Enhance processes in which students have a voice and are involved in decision making about the design and implementation of school programs.
Key Improvement Strategy 4.b Empowering students and building school pride	Develop a whole-school approach in which teachers use student feedback to adapt their approaches to improve student motivation, self-efficacy and achievement.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To improve F and P reading data for Year 1 students by an average of five levels compared to base line data collected in term 4, 2020.</p> <p>To increase student resilience to a baseline average from 80% in 2020 to 85% in 2021 across the Student Focus Group Survey, Newbury Student Perception Survey and Attitudes to School Survey.</p> <p>To improve parent/carer attendance at Student Empowerment Conferences from 95% to least 98%.</p>
Improve learning growth for all students.	Yes	<p>By 2023, increase the percentage of students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Year 5 Reading from 18% (average 2016–18) to 28% (2023), similar schools • Year 5 Numeracy from 9% (average 2016–18) to 24% (2023), similar schools 	To improve F and P reading data for Year 1 students by an average of five levels compared to base line data collected in term 4, 2020.

		<p>Year 5 teacher judgement data to show 80% or more students at or above expected benchmark.</p>	
		<p>By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Year 5 Reading from 25% (average 2017–18) to 15% (2023) • Year 5 Numeracy from 50% (average 2017–18) to 20% (2023) 	<p>Improve learning growth in students identified on the targeted tutoring program</p>
		<p>By 2023, increase the percentage of students making above benchmark NAPLAN growth and decrease the percentage making low growth:</p> <ul style="list-style-type: none"> • NAPLAN relative growth: Reading (low growth average 2017–18) from 45.2% to 25% (2023) • NAPLAN relative growth: Numeracy (low growth average 2017–18) from 30.8% to 25% (2023) • NAPLAN relative growth: Reading (high growth average 2017–18) from 7.2% to 22% (2023) • NAPLAN relative growth: Numeracy (high growth average 2017–18) from 18% to 26% (2023) 	<p>Intentionally left blank</p>

		<p>STAFF OPINION Variables in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> • Teacher collaboration: from 79.5% in 2018 to 90% in 2023 • Collective efficacy: from 68.4% in 2018 to 90% in 2023 • Guaranteed and viable curriculum: from 79.0% in 2018 to 90% in 2023 • Instructional leadership: from 87.3% in 2018 to 92% in 2023 • Time to share pedagogical content knowledge: from 78.9% in 2018 to 90% in 2023 	Intentionally left blank
Improve student engagement in learning.	No	<p>STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of “always” student responses (average Year 4 and Year 5):</p> <ul style="list-style-type: none"> • I am confident in my learning: from 41.9% in 2019 to 60% in 2023 • I want to learn new things: from 55.4% in 2019 to 75% in 2023 • My teachers make the work we do in class interesting: from 58.4% in 2019 to 75% in 2023 	

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<p>Improve and embed a positive climate for learning.</p>	<p>No</p>	<p>STUDENT ATTITUDES Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Student voice and agency: from 66% in 2019 to 80% in 2023 	

		<p>STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of “always” student responses (average Year 4 and Year 5):</p> <ul style="list-style-type: none"> • My teacher asks questions to check that we understand: from 24.8% in 2019 to 50% in 2023 • There is a teacher or another adult at this school that tells me I am doing a good job: from 25.8% in 2019 to 50% in 2013 • At this school there is a teacher or another adult who listens to me when I have something to say: from 22.5% in 2019 to 50% in 2023 	
		<p>STAFF OPINION Variables in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice: from 73.7% in 2018 to 85% in 2023 	
		<p>PARENT OPINION Factors in the POS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Student agency and voice: from 88% in 2018 to 93% in 2023 	

		<ul style="list-style-type: none"> • Effective teaching: from 82%in 2018 to 90% in 2023 • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 92% in 2023 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>To improve F and P reading data for Year 1 students by an average of five levels compared to base line data collected in term 4, 2020.</p> <p>To increase student resilience to a baseline average from 80% in 2020 to 85% in 2021 across the Student Focus Group Survey, Newbury Student Perception Survey and Attitudes to School Survey.</p> <p>To improve parent/carer attendance at Student Empowerment Conferences from 95% to least 98%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 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.	
Goal 2	Improve learning growth for all students.	
12 Month Target 2.1	To improve F and P reading data for Year 1 students by an average of five levels compared to base line data collected in term 4, 2020.	
12 Month Target 2.2	Improve learning growth in students identified on the targeted tutoring program	
12 Month Target 2.3	Intentionally left blank	
12 Month Target 2.4	Intentionally left blank	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Refine the planning process across all learning communities, based on an inquiry cycle, in which teachers use evidence to inform planning of a differentiated program that meets the learning needs of all students.	Yes
KIS 2 Building practice excellence	Develop the capacity of learning community leaders to lead powerful planning; and coach and develop fellow team members.	No
KIS 3 Curriculum planning and assessment	Develop Essential Learnings documents that integrate key learning areas, capabilities and pedagogy into a continuum of 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.

Our School Review and self-evaluation against the FISO Continua of Practice indicated that we have significant work to do in the area of student assessment, data literacy and translating that into planning effectively to cater to student needs. In light of the coronavirus pandemic causing disruption to this strategic direction we have decided to select curriculum planning and assessment as an additional focus given its intrinsic link to the learning, catch-up and extension system priority for 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>To improve F and P reading data for Year 1 students by an average of five levels compared to base line data collected in term 4, 2020.</p> <p>To increase student resilience to a baseline average from 80% in 2020 to 85% in 2021 across the Student Focus Group Survey, Newbury Student Perception Survey and Attitudes to School Survey.</p> <p>To improve parent/carer attendance at Student Empowerment Conferences from 95% to least 98%.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole School Level: Embed Teaching and Learning group structures (PLC) to support teacher collaboration and reflection of strengthened teaching practice.</p> <p>Classroom Level: Use Teaching and Learning Groups for staff to analyse student learning data to personalise learning and identify students requiring learning catch up or extension.</p> <p>Individual and tailored level: Commence the Tutor Learning program for identified students in Week 5, Term 1.</p>
Outcomes	<p>Whole School Level: Teaching and Learning groups will meet to engage in reflective practice, evaluate and plan curriculum and assessments. Teachers will consistently and explicitly implement the school's instructional models.</p> <p>Classroom Level: Teachers will provide regular feedback and monitor student progress using data. Teachers will develop an understanding of curriculum essentials to ensure mastery. Teachers will use evidence and data to identify students requiring catch up or extension.</p>

	<p>Individual and tailored level: Students in need of targeted academic support or intervention will be identified and supported through the Tutor Learning program. The Tutor Learning program will assist in improving student learning and outcomes for identified students.</p>			
Success Indicators	<p>Whole School Level: Teachers' formative and summative assessment data and teacher judgement data. Classroom observations and learning looks demonstrating take up of professional learning strategies/feedback.</p> <p>Classroom Level: Documentation and data from formative and summative assessments to determine learning growth, catch up or extension needs. A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</p> <p>Individual and tailored Level: Appoint staff to small group intervention/tutoring and extension programs as part of the Tutor Learning program. Monitor progress against Individual Learning Plans.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish and implement processes/structures for collecting and monitoring school wide data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement processes for regular moderation of assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Establish and implement criteria for identifying students requiring individual and tailored support to occur through the Tutor Learning program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$102,868.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Whole School Level: Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels.</p> <p>Classroom Level: Build staff capacity to collect, analyse, monitor and respond to student engagement data.</p> <p>Individual and tailored level: Establish mentoring session from positive role models focused on self-awareness, self-management, problem solving and social skills.</p>			
Outcomes	<p>Whole School Level: Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. Teachers and leaders will integrate social-emotional learning into school practice, policies and programs.</p> <p>Classroom Level: Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. Students will have strong relationships with peers.</p> <p>Individual and tailored level: Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing. Students will experience more success in classes.</p>			
Success Indicators	<p>Whole School Level: Observations of changes to classroom practices.</p>			

	<p>Curriculum documentation reflecting social and emotional learning.</p> <p>Classroom Level: Students engagement in wellbeing programs (feedback, participation, classroom observations). Teacher surveys on effectiveness of programs, referral process.</p> <p>Individual and tailored level: Student pre and post support surveys. Student engagement and assessment data from regular classes.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for, schedule and deliver professional learning, including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$51,347.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish a regular time for the wellbeing learning community to speak with staff and for staff to ask questions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3	Connected schools priority			

Building communities				
Actions	<p>Whole school level: Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning.</p> <p>Classroom level: Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers.</p> <p>Individual and tailored level: Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach.</p>			
Outcomes	<p>Whole school level: Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin. Students and parents/carers/kin will feel as though they belong and are seen.</p> <p>Classroom level: Teachers will have strong relationships with students and parents/carers/kin. Students will feel connected to their school and have positive attitudes to attendance.</p> <p>Individual and tailored level: Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students. All students will be connected to resources and learning opportunities.</p>			
Success Indicators	<p>Whole school level: Whole school surveys (SSS, AToSS). Student/staff/parent/carer/kin focus groups and interviews.</p> <p>Classroom level: Pulse checks with parents/carers/kin. Attendance.</p> <p>Individual and tailored level: Frequency of communications with parents/carers/kin. Parent/carer/kin surveys and interviews</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,785.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Document engagements with parents/carers/kin and follow up when difficult situations arise.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve learning growth for all students.			

12 Month Target 2.1	To improve F and P reading data for Year 1 students by an average of five levels compared to base line data collected in term 4, 2020.
12 Month Target 2.2	Improve learning growth in students identified on the targeted tutoring program
12 Month Target 2.3	Intentionally left blank
12 Month Target 2.4	Intentionally left blank
KIS 1 Curriculum planning and assessment	Refine the planning process across all learning communities, based on an inquiry cycle, in which teachers use evidence to inform planning of a differentiated program that meets the learning needs of all students.
Actions	<p>Action 1: Revisit and complete further professional learning around the school reading instructional model.</p> <p>Action 2: Introduce, implement and review Fountas and Pinnell.</p> <p>Action 3: Use data and moderation processes to support teachers to assess reading effectively.</p> <p>Action 4: EAL Support and Intervention Leader to attend Teaching and Learning groups to develop teacher knowledge and capacity to use the EAL Developmental Continuum to plan for effective teaching and learning in reading.</p>
Outcomes	<p>The school expects to see the following outcomes (changes in knowledge, skills or behaviours).</p> <p>Staff will:</p> <ul style="list-style-type: none"> 1.1 consolidate the implementation of the school wide lesson structure incorporating explicit teaching, independent practice and timely and labelled feedback 2.1 implement the Fountas and Pinnell BAS to identify student learning needs and teaching foci 3.1 participate in rich discussions about data in Learning Community meetings, Teaching and Learning Groups (PLC) and Professional Learning sessions using a data driven dialogue 4.1 understand and use data to personalise student learning in reading 5.1 reflect personalised learning through the use of ILPs, EAL Continuum, EAL Curriculum, the Victorian Curriculum and Allied Health Services recommendations 6.1 work with students to develop reading goals <p>The Education Executive will:</p> <ul style="list-style-type: none"> 1.1 develop and provide professional learning opportunities to build teacher capacity for effective reading instruction 2.1 establish school wide protocols for the implementation of the Fountas and Pinnell BAS 3.1 implement an inquiry cycle through Teaching and Learning Groups (PLC) to improve reading instruction 4.1 develop the data literacy skills of staff through Teaching and Learning Groups (PLC) and Professional Learning sessions 5.1 provide feedback to staff through the Performance and Development process

	<p>Students will:</p> <p>1.1 develop reading goals with the classroom teacher and explain when they have been successful</p> <p>2.1 engage in a structured reading lesson which incorporates explicit teaching, independent practice and timely and labelled feedback</p> <p>3.1 be assessed using a variety of reading assessment tools including Fountas and Pinnell BAS, On Demand Reading and other formative assessment</p> <p>4.1 be provided with various forms of feedback including non verbal, verbal, written and peer feedback</p>			
Success Indicators	<p>The creation and monitoring of reading goals in classrooms</p> <p>Fountas and Pinnell BAS, On Demand Reading and other formative assessment data</p> <p>Implementation of the teaching and learning cycle</p> <p>Improvement of teacher data literacy through the use of data driven dialogue</p> <p>Personalised learning through development of learning logs</p> <p>Personalised learning is evident in work programs for all students including EAL</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement professional learning sessions around reading strategies, the implementation of Fountas and Pinnell BAS and data literacy.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff analyse data to inform the reading program through their participation in Teaching and Learning Groups and Learning Communities with the support of the Education Executive.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Distribute the assessment schedule to all staff and support its implementation.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

A clear timeline and expectations will be distributed to staff regarding the Performance and Development process.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
A reading component will form part of the teaching staff Performance and Development process.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support the implementation of the EAL Curriculum through the Teaching and Learning Group cycle.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input 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	\$199,000.00	\$199,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$199,000.00	\$199,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish and implement criteria for identifying students requiring individual and tailored support to occur through the Tutor Learning program.	from: Term 1 to: Term 4		\$102,868.00	\$102,868.00
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders.	from: Term 1 to: Term 4		\$51,347.00	\$51,347.00
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations.	from: Term 1 to: Term 4		\$44,785.00	\$44,785.00
Totals			\$199,000.00	\$199,000.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish and implement processes/structures for collecting and monitoring school wide data.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning 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"/> On-site
Implement processes for regular moderation of assessment.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<input checked="" type="checkbox"/> PLC/PLT Meeting	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning 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"/> On-site
Establish and implement criteria for identifying students requiring individual and tailored support to occur through the Tutor Learning program.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>SSS, Allied Health</p>	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal		<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Plan for, schedule and deliver professional learning, including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning 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"/> On-site
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site