

2020 Annual Implementation Plan

for improving student outcomes

Tarneit Rise Primary School (8881)



Submitted for review by Nadia Bettio (School Principal) on 27 December, 2019 at 02:00 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| Excellence in teaching and learning | Building practice excellence | Evolving moving towards Embedding |
| | Curriculum planning and assessment | Evolving moving towards Embedding |
| | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
| | Evaluating impact on learning | Evolving moving towards Embedding |
| Professional leadership | Building leadership teams | Embedding |
| | Instructional and shared leadership | Evolving moving towards Embedding |
| | Strategic resource management | Embedding |
| | Vision, values and culture | Embedding moving towards Excelling |
| Positive climate for learning | Empowering students and building school pride | Evolving moving towards Embedding |
| | Setting expectations and promoting inclusion | Evolving moving towards Embedding |
| | Health and wellbeing | Evolving moving towards Embedding |
| | Intellectual engagement and self-awareness | Evolving moving towards Embedding |
| Community engagement in learning | Building communities | Evolving |
| | Global citizenship | Emerging moving towards Evolving |
| | Networks with schools, services and agencies | Evolving |
| | Parents and carers as partners | Embedding |
| Enter your reflective comments | It has been challenging to move forward on many of these dimensions, due to the rapid growth of the school. 2/3 of the staff were new in 2019 and as a school our priority was to induct and provide PL to all new staff so we could maintain a consistent approach to teaching and learning, wellbeing and engagement throughout the school. | |
| Considerations for 2020 | Provide mentoring for all new staff. Provide coaching for all new staff - employ additional LTs | |

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| | Refine curriculum documents to support teachers and ensure high outcomes and low variability across the school Investigation of the new EAL curriculum - for teaching and assessment 2021 |
| Documents that support this plan | |

SSP Goals Target and KIS

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| Goal 1 | Students will make higher than expected growth in Reading. |
| Target 1.1 | <p>Students will make more than twelve months growth in reading</p> <p>All prep students will be at or above expected levels in reading</p> <p>Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis</p> <p>NAPLAN - high relative growth to be above 25% in reading and writing (2019 grade 3 - 2021 grade 5)</p> <p>Attitude to School survey results to show higher than state scores on effective teaching time, differentiated learning challenge, high expectations for success</p> |
| Key Improvement Strategy 1.ay Building practice excellence | Enhance teacher knowledge of the learning process for reading and writing and their capability to differentiate teaching and learning to meet students at their point of need |
| Key Improvement Strategy 1.by Building practice excellence | Build data literacy and the ability to plan and monitor differentiated teaching and learning |
| Goal 2 | The school will develop strong family and student engagement in the school. |
| Target 2.1 | <p>Parent opinion survey will reflect above 90% positive responses on parent participation and involvement, and teacher communication</p> <p>Staff opinion survey will reflect above state scores on school climate</p> <p>There will be lower than like school absence</p> <p>There will be less than 14 days average absence across the school (93% or above attendance)</p> <p>School developed survey for all students will show more than 90% positive responses</p> <p>Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion (grade 4 2019)</p> <p>Attitude to School data for effective classroom behaviour to be above 80.3%</p> <p>Attitude to School data for attitudes to attendance to be above 92%</p> |
| Key Improvement Strategy 2.ay Empowering students and building school pride | Strengthen the student leadership team |
| Key Improvement Strategy 2.by Setting expectations and promoting inclusion | Document and implement a whole school attendance strategy |

Key Improvement Strategy 2.cy
Setting expectations and promoting inclusion

Ensure consistent understanding and Implementation of the school's student engagement, wellbeing, inclusion and behaviour management guidelines

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|---|---------------------------------------|--|---|
| Students will make higher than expected growth in Reading. | Yes | <p>Students will make more than twelve months growth in reading</p> <p>All prep students will be at or above expected levels in reading</p> <p>Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis</p> <p>NAPLAN - high relative growth to be above 25% in reading and writing (2019 grade 3 - 2021 grade 5)</p> <p>Attitude to School survey results to show higher than state scores on effective teaching time, differentiated learning challenge, high expectations for success</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Staff opinion survey for school climate component. to improve (be above 91)</p> <p>Staff opinion survey for teaching and learning (practice improvement, planning, implementation and evaluation) to improve (to be above 91)</p> <p>At least 90% of prep children to be at level 5 and 'whole grade level' in DIBELS (composite score)</p> <p>At least 90% of grade 1 children to make a year's growth or more in reading and be at 'whole grade level' in DIBELS (composite score)</p> <p>At least 90% of grade 2 children to make a year's growth or more in reading</p> <p>At least 95% of grade 3 children to make a year's growth or more in reading</p> <p>At least 90% of grade 4/5/6 children to make a year's growth or more</p> <p>Higher than 2019 scores on AToSS for effective teaching time, differentiated learning challenge. high expectations for success</p> |
| The school will develop strong family and student engagement in the school. | Yes | <p>Parent opinion survey will reflect above 90% positive responses on parent participation and involvement, and teacher communication</p> <p>Staff opinion survey will reflect above state scores on school climate</p> <p>There will be lower than like school absence</p> <p>There will be less than 14 days average absence across the school (93% or above attendance)</p> <p>School developed survey for all students will show more than 90% positive responses</p> <p>Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion (grade 4 2019)</p> <p>Attitude to School data for effective classroom behaviour to be above 80.3%</p> <p>Attitude to School data for attitudes to attendance to be above 92%</p> | <p>Higher participation in the POS compared to 2019 and survey will reflect above 90% positive responses on parent participation and involvement and teacher communication</p> <p>Staff opinion survey for school climate component. to improve (be above 91)</p> <p>Absence to be 14 days or less average across the school</p> <p>Attitude to school data for grade 6 boys to improve compared to grade 5 boys 2019 benchmark.</p> <p>Attitude to school data (4-6) to be above 88.6 on school connectedness factor Attitude to School data (4-6) to be above 91.4 on student voice and agency factor</p> <p>Attitude to school data (4-6) to be above 84.8 on sense of inclusion factor</p> <p>School developed survey for all students will show more than 90% positive responses</p> <p>Attitude to school data (4-6) to be above 90 on the differentiated learning challenge factor</p> <p>Attitude to school data (4-6) to be above 85 on the high expectations for success factor</p> <p>Attitude to school data (4-6) to be above 85.7 on the effective teaching time factor</p> |

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| Goal 1 | Students will make higher than expected growth in Reading. |
| 12 Month Target 1.1 | <p>Staff opinion survey for school climate component. to improve (be above 91)</p> <p>Staff opinion survey for teaching and learning (practice improvement, planning, implementation and evaluation) to improve (to be above 91)</p> <p>At least 90% of prep children to be at level 5 and 'whole grade level' in DIBELS (composite score)</p> <p>At least 90% of grade 1 children to make a year's growth or more in reading and be at 'whole grade level' in DIBELS (composite score)</p> |

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| | <p>At least 90% of grade 2 children to make a year's growth or more in reading At least 95% of grade 3 children to make a year's growth or more in reading At least 90% of grade 4/5/6 children to make a year's growth or more Higher than 2019 scores on AToSS for effective teaching time, differentiated learning challenge. high expectations for success</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Building practice excellence | Enhance teacher knowledge of the learning process for reading and writing and their capability to differentiate teaching and learning to meet students at their point of need | Yes |
| KIS 2 Building practice excellence | Build data literacy and the ability to plan and monitor differentiated teaching and learning | 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. | It has been challenging to move forward on many dimensions in 2019, due to the rapid growth of the school. 2/3 of the staff were new in 2019 and as a school our priority was to induct and provide PL to all new staff so we could maintain a consistent approach to teaching and learning, wellbeing and engagement throughout the school. It will be important to maintain the KIS, as 50% of staff will be new in 2020 | |
| Goal 2 | The school will develop strong family and student engagement in the school. | |
| 12 Month Target 2.1 | <p>Higher participation in the POS compared to 2019 and survey will reflect above 90% positive responses on parent participation and involvement and teacher communication Staff opinion survey for school climate component. to improve (be above 91) Absence to be 14 days or less average across the school Attitude to school data for grade 6 boys to improve compared to grade 5 boys 2019 benchmark. Attitude to school data (4-6) to be above 88.6 on school connectedness factor Attitude to School data (4-6) to be above 91.4 on student voice and agency factor Attitude to school data (4-6) to be above 84.8 on sense of inclusion factor School developed survey for all students will show more than 90% positive responses Attitude to school data (4-6) to be above 90 on the differentiated learning challenge factor Attitude to school data (4-6) to be above 85 on the high expectations for success factor Attitude to school data (4-6) to be above 85.7 on the effective teaching time factor</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Empowering students and building school pride | Strengthen the student leadership team | Yes |
| KIS 2 Setting expectations and promoting inclusion | Document and implement a whole school attendance strategy | Yes |
| KIS 3 Setting expectations and promoting inclusion | Ensure consistent understanding and Implementation of the school's student engagement, wellbeing, inclusion and behaviour management guidelines | 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 | <p>Attendance has still been a challenge for the school in 2019 and we need to strengthen the attendance strategy so it is well understood and consistently implemented by all teachers. There was a clear link with students who did not make expected growth and whose attendance was below 80%. The impact of prolonged absence on learning and social and emotional growth needs to be clearly articulated to families (and staff), particularly around extended family holidays – which families do have control of. In 2020 we will have more children in grade 3-6 so want to increase the student leadership team, roles and responsibilities to build on student voice, agency and engagement.</p> | |

Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Due to the continued rapid increase of school enrolments and staffing (over 50% of new staff) it is critical that we continue to have a strong focus on engagement, wellbeing and inclusion so we have a consistent and inclusive approach to engagement, wellbeing and behaviour management guidelines.

Define Actions, Outcomes and Activities

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| Goal 1 | Students will make higher than expected growth in Reading. |
| 12 Month Target 1.1 | <p>Staff opinion survey for school climate component. to improve (be above 91)</p> <p>Staff opinion survey for teaching and learning (practice improvement, planning, implementation and evaluation) to improve (to be above 91)</p> <p>At least 90% of prep children to be at level 5 and 'whole grade level' in DIBELS (composite score)</p> <p>At least 90% of grade 1 children to make a year's growth or more in reading and be at 'whole grade level' in DIBELS (composite score)</p> <p>At least 90% of grade 2 children to make a year's growth or more in reading</p> <p>At least 95% of grade 3 children to make a year's growth or more in reading</p> <p>At least 90% of grade 4/5/6 children to make a year's growth or more</p> <p>Higher than 2019 scores on AToSS for effective teaching time, differentiated learning challenge. high expectations for success</p> |
| KIS 1 Building practice excellence | Enhance teacher knowledge of the learning process for reading and writing and their capability to differentiate teaching and learning to meet students at their point of need |
| Actions | <p>We have selected the KIS to ensure consistent implementation of the pedagogical model for the second year in a row as the school experiences rapid growth and new staff. Classroom observations, coaching and learning walks in 2019 showed there was variation in how the model was being interpreted given so many teachers were new to the school and/or graduates. Experienced teachers from other schools had not used the 'MSL' approach to teaching reading or writing and required a lot of new learning and ongoing support.</p> <p>To deepen consistency of practice:</p> <ul style="list-style-type: none"> • Implement the peer observation program from term 1 to support consistent teaching practices • Strengthen the induction process to ensure new and returning staff are trained in MSL • Provide whole school PL every two weeks, focussing on a whole school need • Provide differentiated PL every second week (MSL for all new P-2 teachers and a suite of workshop PL for all other staff that are needs based and cyclic) • Coaching for all new staff (to begin) and then to all staff • Learning walks |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate what they are learning, why it is important, how they are going and what they need to do to improve <p>School leaders will:</p> <ul style="list-style-type: none"> - provide appropriate professional learning - create a guaranteed and viable curriculum for 'the Big 5' (Scope and Sequence) - have a shared and agreed understanding of the curriculum planning process - ensure PLC planning time is protected - engage in PLC meetings and planning days to ensure consistent teaching practices and provide support to the PLC leaders and teachers - use multiple sources of evidence to track peer coaching/pedagogical model implementation including student reading data, barriers and enablers; invite teachers to observe classes; develop their own peer coaching skills - identify children not making expected growth and determine actions for next steps - appoint a High Ability Leader <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the instructional model with fidelity - have a shared and agreed understanding of the curriculum planning process at TRPS using the PLC action plan and MSL philosophy - engage in PL and coaching specific to the curriculum planning process, and their individual need - plan for all units of work in their PLC using relevant data - differentiate teaching through the use of data - use current research to inform planning in their PLC - support students to identify goals and understand steps needed to achieve growth - modify teaching to ensure future growth targets are met - engage in peer observations and coaching <p>Education Support Staff will:</p> |

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| | <ul style="list-style-type: none"> - support the documented work program and IEP strategies - engage in peer observation and student shadowing to extend their repertoire of support strategies - provide intervention and professional learning where appropriate - engage in professional learning appropriate to their role | | | |
| Success Indicators | <ul style="list-style-type: none"> - coaching meeting minutes/learning walk observations to indicate consistent teacher practice following whole school PL (e.g. guided reading) and differentiated PL (e.g. MSL) - improved reading outcomes for students - using 2019 benchmark data. - students will be able to articulate what they are learning, why it is important, how they are going and what they need to do next. - exit ticket data from PL to show increased teacher knowledge - PLC planning documents (action plans, work programs) to show differentiation, use of research, use of data and MSL strategies | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Planning PL calendar (differentiated and whole school) | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Induction day for new staff - MSL and peer observation PL | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Deliver whole school and differentiated PL and reflect on effectiveness through exit ticket feedback, teacher practice (learning walks and coaching, PDP process) | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| New LTs to be trained in GROWTH coaching | <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 2 Building practice excellence | Build data literacy and the ability to plan and monitor differentiated teaching and learning | | | |
| Actions | PLC planning cycles Coaching to have a strong focus on student data during coaching conversations Review assessment schedule and provide PL on the implementation - induction and whole school Leadership to support PLC leaders in collecting, analysing and using data to plan for ongoing student growth in reading and responding to intervention. PL for PLC leaders in data literacy | | | |
| Outcomes | School leaders will: <ul style="list-style-type: none"> - engage in high quality professional learning to build their leadership capacity - ensure PLC planning time is protected - provide staff with differentiated and whole school PL - use student data to prioritise PL for PLCs - ensure PLC leaders have time to meet - provide time for observations and feedback - develop a professional learning calendar - implement the coaching strategy - lead highly effective PLCs and develop PLC protocols | | | |

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| | <p>Teachers will:</p> <ul style="list-style-type: none"> - individually and collectively engage in PLC inquiry cycle - maintain current reading data for their grade and a schedule that shows when each child will be seen in a focus group and conference - use data to identify the individual learning needs of every student and monitor and track data to ensure expected growth - ensure staff have a HIT strategy focus in their planning documentation - observe and be observed, and provide feedback to colleagues, including specialist teachers - engage in professional reading/learning to build teaching capacity - produce a work program showing differentiation, including specialist teachers. - ensure that all relevant documents are brought to all PLC meetings - ensure all students have a learning goal for reading and writing - provide ongoing feedback to students | | | |
| Success Indicators | <p>Improved reading outcome data SOS - school climate to be above 91% SOS - teaching and learning to be above 91.38% SOS - professional learning to be above 81%</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| MSL training for four additional staff - intervention, and leadership | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Data literacy PL - Bastow | <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Leadership to mentor PLC leaders | <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Review assessment schedule | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Appoint a High Ability Leader | <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 |
| Goal 2 | The school will develop strong family and student engagement in the school. | | | |
| 12 Month Target 2.1 | <p>Higher participation in the POS compared to 2019 and survey will reflect above 90% positive responses on parent participation and involvement and teacher communication Staff opinion survey for school climate component. to improve (be above 91) Absence to be 14 days or less average across the school Attitude to school data for grade 6 boys to improve compared to grade 5 boys 2019 benchmark.</p> | | | |

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| | <p>Attitude to school data (4-6) to be above 88.6 on school connectedness factor Attitude to School data (4-6) to be above 91.4 on student voice and agency factor Attitude to school data (4-6) to be above 84.8 on sense of inclusion factor School developed survey for all students will show more than 90% positive responses Attitude to school data (4-6) to be above 90 on the differentiated learning challenge factor Attitude to school data (4-6) to be above 85 on the high expectations for success factor Attitude to school data (4-6) to be above 85.7 on the effective teaching time factor</p> | | | |
| <p>KIS 1 Empowering students and building school pride</p> | <p>Strengthen the student leadership team</p> | | | |
| <p>Actions</p> | <p>Appoint a teacher and LT in charge of student leadership Run additional extra-curricular clubs and programs Highlight opportunities for students to be more involved in school events and activities Strengthen enrolment processes to include student leaders to welcome new students (TRPS Passport) to the school and to induct families Student leaders to be involved at SC level Initiate 'global perspective' leaders</p> | | | |
| <p>Outcomes</p> | <p>Leaders will - develop timetables that ensure Respectful Relationships and extra-curricular clubs/programs are delivered - provide a budget to support student leadership programs</p> <p>Teachers will: - run extra-curricular clubs/program in response to student feedback - implement Respectful Relationships program - schedule circle time into weekly timetable and support student leaders to elicit feedback and idea from their peers</p> <p>Students will - be involved in forums to unpack AToSS and develop action plans - be part of 'working parties' to organise whole school events and celebrations and fundraising events - provide input on facilities development - advocate for other children (through leadership meetings, class circle time) - Attend SC meetings and present at assemblies - be involved in the selection of 2021 student leaders - welcome new students to the school and work with them to complete their TRPS passport</p> | | | |
| <p>Success Indicators</p> | <p>Attitude to school data (4-6) to be above 88.6 on school connectedness factor Attitude to school data (4-6) to be above 91.4 on student voice and agency factor Attitude to school data (4-6) to be above 84.8 on sense of inclusion factor School developed survey for all students will show more than 90% positive responses TRPS passport system to be fully implemented</p> | | | |
| <p>Activities and Milestones</p> | <p>Who</p> | <p>Is this a PL Priority</p> | <p>When</p> | <p>Budget</p> |
| <p>Appoint LT and teacher to be in charge of student leaders</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 1</p> | <p>\$0.00 <input type="checkbox"/> Equity funding will be used</p> |

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| Appoint JSC and other student leaders | <input checked="" type="checkbox"/> Student Leadership Coordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Develop and print TRPS passports | <input checked="" type="checkbox"/> Student Leadership Coordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Respectful Relationships working party to be established and PL undertaken | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$4,000.00 <input type="checkbox"/> Equity funding will be used |
| Elect 2021 student leaders | <input checked="" type="checkbox"/> Student Leadership Coordinator | <input type="checkbox"/> PLP Priority | from: Term 4 to: Term 4 | \$100.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Setting expectations and promoting inclusion | Document and implement a whole school attendance strategy | | | |
| Actions | Document and implement the attendance strategy as part of the Engagement, wellbeing and Inclusion Guidelines Include a student attendance goal in each staff members' PDP Continue to promote 'It's not Okay to be Away' strategy through newsletters, Facebook, Compass, school tours and information nights | | | |
| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> - PCOs to make contact with parents of students with concerning absences - advocate the strong need for attendance in all year levels - introduce weekly/termly/yearly attendance awards at assembly <p>Staff will:</p> <ul style="list-style-type: none"> - implement the school attendance strategy - be involved in forums to unpack attendance data and develop action plans - contact families of students on the second day of unexplained absence, or third day of explained, where appropriate - add contact with families on Chronicle - inform PCOs of students who have had concerning or unusual absences - display and use the HERO poster - celebrate students who are at school all week - five days smarter <p>Students will:</p> <ul style="list-style-type: none"> - be involved in forums to unpack attendance data and suggest strategies to improve attendance | | | |
| Success Indicators | Absence to be 14 days or less (93% or above) average across the school Attitude to School Data - attitudes to attendance to be above 92% | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Student forums to unpack attendance data | <input checked="" type="checkbox"/> Student Leadership Coordinator <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 |

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| Award Five Days Smarter stickers | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Introduce Attendance Award | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$200.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Setting expectations and promoting inclusion | Ensure consistent understanding and Implementation of the school's student engagement, wellbeing, inclusion and behaviour management guidelines | | | |
| Actions | Review and share the Engagement, wellbeing and Inclusion Guidelines with all staff and the community, ensuring it is up-to-date on the school web-site and is included in enrolment and induction packs. | | | |
| Outcomes | <p>Leaders will</p> <ul style="list-style-type: none"> - unpack the guidelines on our first pupil free day and during induction sessions - refer to the learning ladder as a part of coaching conversations and learning walk feedback - provide time to thoroughly review the Learning to Learn program through the pupil free days - articulate and monitor the referral process for students at risk <p>Staff will</p> <ul style="list-style-type: none"> - have read and have a clear understanding of the guidelines - regularly refer back to the guidelines to ensure a consistent approach across the school - use the learning ladder in the expected manner - implement the Learning to Learn program - develop IEPs for identified students - schedule SSGs for students with IEPs - Follow the referral process for students at risk <p>Students will</p> <ul style="list-style-type: none"> - have an understanding of the guidelines and learning ladders and how this positively impacts on their time at school | | | |
| Success Indicators | <p>Attitude to school data (4-6) to be above 85 on the high expectations for success factor</p> <p>Attitude to school data (4-6) to be above 85.7 on the effective teaching time factor</p> <p>Attitude to School data for effective classroom behaviour to be above 80.3%</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Review Engagement, Wellbeing and Inclusion Guidelines on Leadership Day | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Share Engagement, wellbeing and Inclusion Guidelines with staff on first pupil free day and induction days | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Learning Ladders to be provided to all classrooms in time for classroom set up at the beginning of the year | <input checked="" type="checkbox"/> Education Support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$200.00 <input type="checkbox"/> Equity funding will be used |
| Monitor the implementaion of the guidelines and provide feedback to staff during coaching and learning walks | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Articulate the referral process at a whole staff forum | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Appoint a High Ability Leader to support teachers identify high ability students and to develop IEPs | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| PL for identifying children requiring IEPs and writing IEPs | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Upload Engagement, Wellbeing and Inclusion Guidelines to website and print off for the enrolment pack | <input checked="" type="checkbox"/> Education Support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Increase hours of social worker | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$24,739.00 <input checked="" type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$39,739.00 | \$39,739.00 |
| Additional Equity funding | \$600.00 | \$600.00 |
| Grand Total | \$40,339.00 | \$40,339.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|--------------------|
| New LTs to be trained in GROWTH coaching | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$2,000.00 | \$2,000.00 |
| MSL training for four additional staff - intervention, and leadership | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$5,000.00 | \$5,000.00 |
| Data literacy PL - Bastow | from: Term 1 to: Term 4 | | \$8,000.00 | \$8,000.00 |
| Increase hours of social worker | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$24,739.00 | \$24,739.00 |
| Totals | | | \$39,739.00 | \$39,739.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|--|----------------------------|-------------------|
| Resources to support the referral process for students at risk, such as the KBit IQ screener | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Assets | \$600.00 | \$600.00 |
| Totals | | | \$600.00 | \$600.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|----------------------------------|--|--|--|--|
| MSL training for four additional staff - intervention, and leadership | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants IMSLE | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Bentleigh West PS February 2020 IMSLE |
| Data literacy PL - Bastow | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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 <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Bastow North Melbourne |
| Leadership to mentor PLC leaders | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |