

# 2021 Annual Implementation Plan

## for improving student outcomes

Albion Primary School (4265)



# Albion Primary School

Submitted for review by Adrienne Williamson (School Principal) on 02 December, 2020 at 06:16 PM  
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 07 December, 2020 at 07:50 AM  
Endorsed by Naomi Harper (School Council President) on 16 December, 2020 at 01:41 PM

## Self-evaluation Summary - 2021

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

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	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	<p>The impact of COVID on working towards the school goals planned for 2020 was immense. A change of focus was made once SSP report was finalised from teaching and learning in writing to the building of partnership with parents and carers. The remote learning saw the development of the relationship between teachers and parents heightened in a positive way. Some work has been done during the year on the teaching of writing with support from our literacy consultant. The year 5/6 teachers have been very cognisant of providing genuine student voice. This has been very important for our year 6 students now they are back onsite.</p>
<b>Considerations for 2021</b>	<p>Significant improvements were realised in reading and numeracy learning outcomes, and effective teaching practices are observed in most classrooms. However, there is still evidence that there is some inconsistency in teacher practice across literacy and numeracy. There is also evidence of the need to embed the FISO inquiry and peer observation models to evaluate the impact of teaching and learning to help with consistency across the school.</p>

	<p>Early efforts to develop and implement the instructional and pedagogical models and GVC in all areas of learning overwhelmed staff and was a barrier to working towards our goals. A decision was made to focus only on small components of the reading workshop and this worked well. The same method will be applied to future focus areas.</p> <p>The work we have done on the teaching of writing is only in the initial stages and has all been done remotely. This work will continue in 2021.</p>
<p><b>Documents that support this plan</b></p>	

## 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> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student learning outcomes in literacy and numeracy
<b>Target 2.1</b>	By 2023 the percentage of students achieving above benchmark growth in Years 3-5 NAPLAN for: <ul style="list-style-type: none"> <li>• reading will increase from 19% (2019) to 33% (2023)</li> <li>• writing will increase from 13% (2019) to 33% (2023).</li> </ul>
<b>Target 2.2</b>	By 2023 the percentage of students achieving below benchmark growth in Years 3-5 NAPLAN for: <ul style="list-style-type: none"> <li>• writing will decrease from 25% (2019) to 10% (2023)</li> <li>• spelling will decrease from 19% (2019) to 10% (2023).</li> </ul>

<b>Target 2.3</b>	By 2023 the percentage of Year 5 students at or above the expected level according to teacher judgement in numeracy (measurement and geometry) will increase from 76% (2019) to 85% (2023).
<b>Target 2.4</b>	By 2023 the School Staff Survey positive endorsement for the <i>teaching and learning</i> module factors: <ul style="list-style-type: none"> <li>• <i>Understand how to analyse data</i> will increase from 77% (2019) to above 90% (2023)</li> <li>• <i>Professional learning through peer observation</i> will increase from 38% (2019) to 50% (2023).</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed the instructional model consistently across the school in all areas of learning
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Evaluate the impact of teaching on learning by analysing multiple sources of data
<b>Goal 3</b>	To empower students to improve and engage with their learning
<b>Target 3.1</b>	By 2023 the percentage of positive endorsement for the <i>Social engagement</i> factors on the student Attitudes to School Survey of: <ul style="list-style-type: none"> <li>• <i>student agency and voice</i> will increase from 54% (2019) to 80% (2023)</li> <li>• <i>sense of confidence</i> will increase from 79% (2019) to above 90% (2023)</li> <li>• <i>stimulating learning</i> will increase from 90% (2019) to above 90% (2023)</li> <li>• <i>self-regulation and setting goals</i> will increase from 83% (2019) to above 90% (2023).</li> </ul>

<b>Target 3.2</b>	By 2023 the percentage of positive endorsement for the <i>Student Development</i> factor on the Parent Opinion Survey will increase from 96% (2019) to 98% (2023).
<b>Target 3.3</b>	By 2023 the percentage of positive endorsement for the <i>Teaching and Learning</i> factor on the School Staff Survey in <i>use student feedback to inform teaching practice</i> will increase from 62% (2019) to 80% (2023).
<b>Target 3.4</b>	By 2023 the percentage of students with an average of 20 or more days absent will decrease from 27% in 2019 to 17% in 2023.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build staff understanding and capability to embed student voice, agency and leadership
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Empower students to have voice and be active participants in their learning
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Empower students to have authentic agency and co-design their learning
<b>Key Improvement Strategy 3.d</b> Empowering students and building school pride	Empower students to have leadership in their learning and beyond
<b>Goal 4</b>	Improve student engagement by strengthening partnerships with parents, carers and the wider community

<b>Target 4.1</b>	By 2023 the <i>sense of confidence</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).
<b>Target 4.2</b>	By 2023 the percentage of positive endorsement for the <i>parent community engagement</i> factor on the Parent Opinion Survey will increase from 95% (2019) to 97% (2023).
<b>Target 4.3</b>	By 2023 the percentage of positive endorsement for the <i>school climate</i> factor on the School Staff Survey for trust in students and parents will increase from 82% (2019) to 92% (2023).
<b>Target 4.4</b>	By 2023 the <i>motivation and interest</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).
<b>Key Improvement Strategy 4.a</b> Parents and carers as partners	Reinforce partnerships to better involve parents, carers and families in their child's learning
<b>Key Improvement Strategy 4.b</b> Building communities	Establish open and sustained communications with parents and carers and use their knowledge and feedback to improve student learning
<b>Key Improvement Strategy 4.c</b> Building communities	Build collaborative learning partnerships between teachers, parents and students in learning within and beyond the school





## 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> <ul style="list-style-type: none"> <li>• Students will make at least one year's growth from previous MOI and Fountas and Pinnell or Abilities Based Learning and Education Support data.</li> </ul>
Improve student learning outcomes in literacy and numeracy	No	<p>By 2023 the percentage of students achieving above benchmark growth in Years 3-5 NAPLAN for:</p> <ul style="list-style-type: none"> <li>• reading will increase from 19% (2019) to 33% (2023)</li> <li>• writing will increase from 13% (2019) to 33% (2023).</li> </ul>	
		<p>By 2023 the percentage of students achieving below benchmark growth in Years 3-5 NAPLAN for:</p> <ul style="list-style-type: none"> <li>• writing will decrease from 25% (2019) to 10% (2023)</li> <li>• spelling will decrease from 19% (2019) to 10% (2023).</li> </ul>	
		<p>By 2023 the percentage of Year 5 students at or above the expected level according to teacher judgement in numeracy</p>	

		(measurement and geometry) will increase from 76% (2019) to 85% (2023).	
		<p>By 2023 the School Staff Survey positive endorsement for the <i>teaching and learning</i> module factors:</p> <ul style="list-style-type: none"> <li>• <i>Understand how to analyse data</i> will increase from 77% (2019) to above 90% (2023)</li> <li>• <i>Professional learning through peer observation</i> will increase from 38% (2019) to 50% (2023).</li> </ul>	
To empower students to improve and engage with their learning	Yes	<p>By 2023 the percentage of positive endorsement for the <i>Social engagement</i> factors on the student Attitudes to School Survey of:</p> <ul style="list-style-type: none"> <li>• <i>student agency and voice</i> will increase from 54% (2019) to 80% (2023)</li> <li>• <i>sense of confidence</i> will increase from 79% (2019) to above 90% (2023)</li> <li>• <i>stimulating learning</i> will increase from 90% (2019) to above 90% (2023)</li> <li>• <i>self-regulation and setting goals</i> will increase from 83% (2019) to above 90% (2023).</li> </ul>	<p>The percentage of positive endorsement for student agency and voice will increase from 54% to 60%.</p> <p>The percentage of positive endorsement for sense of confidence will increase from 79% to 84%.</p> <p>The percentage of positive endorsement for stimulating learning will increase from 90% to 92%.</p> <p>The percentage of positive endorsement for self regulation and setting goals will increase from 83% to 86%.</p>

		By 2023 the percentage of positive endorsement for the <i>Student Development</i> factor on the Parent Opinion Survey will increase from 96% (2019) to 98% (2023).	The percentage of positive endorsement for the student development factor will increase from 96% to 97%.
		By 2023 the percentage of positive endorsement for the <i>Teaching and Learning</i> factor on the School Staff Survey in <i>use student feedback to inform teaching practice</i> will increase from 62% (2019) to 80% (2023).	The percentage of positive endorsement for teaching and learning will increase from 62% to 65%.
		By 2023 the percentage of students with an average of 20 or more days absent will decrease from 27% in 2019 to 17% in 2023.	The percentage of students with an average of 20 or more days absent will decrease from 27% to 22%.
Improve student engagement by strengthening partnerships with parents, carers and the wider community	No	By 2023 the <i>sense of confidence</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).	
		By 2023 the percentage of positive endorsement for the <i>parent community engagement</i> factor on the Parent Opinion Survey will increase from 95% (2019) to 97% (2023).	
		By 2023 the percentage of positive endorsement for the <i>school climate</i> factor on the School Staff Survey for trust in students and parents will increase from 82% (2019) to 92% (2023).	

		By 2023 the <i>motivation and interest</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).	
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<b>Goal 1</b>	2021 Priorities Goal		
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>Students will make at least one year's growth from previous MOI and Fountas and Pinnell or Abilities Based Learning and Education Support data.</li> </ul>		
<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> Health and wellbeing	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 empower students to improve and engage with their learning	
<b>12 Month Target 2.1</b>	The percentage of positive endorsement for student agency and voice will increase from 54% to 60%. The percentage of positive endorsement for sense of confidence will increase from 79% to 84%. The percentage of positive endorsement for stimulating learning will increase from 90% to 92%. The percentage of positive endorsement for self regulation and setting goals will increase from 83% to 86%.	
<b>12 Month Target 2.2</b>	The percentage of positive endorsement for the student development factor will increase from 96% to 97%.	
<b>12 Month Target 2.3</b>	The percentage of positive endorsement for teaching and learning will increase from 62% to 65%.	
<b>12 Month Target 2.4</b>	The percentage of students with an average of 20 or more days absent will decrease from 27% to 22%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build staff understanding and capability to embed student voice, agency and leadership	Yes
<b>KIS 2</b> Empowering students and building school pride	Empower students to have voice and be active participants in their learning	Yes
<b>KIS 3</b> Empowering students and building school pride	Empower students to have authentic agency and co-design their learning	No

<p><b>KIS 4</b> Empowering students and building school pride</p>	<p>Empower students to have leadership in their learning and beyond</p>	<p>No</p>
<p>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.</p>	<p>Through the school review process and current data, it was determined that opportunities to further improve student voice, agency and leadership were needed.</p> <p>Current school data shows:</p> <ul style="list-style-type: none"> <li>• the factor 'student voice and agency' was the lowest scoring factor (by a long way) of 5.5% positive endorsement in the student Attitudes to School Survey 2019</li> <li>• the factor 'promote student ownership of learning' attracted a low 85% positive endorsement (in comparison to other parameters) in the Staff Opinion survey 2019</li> <li>• the parameter 'use student feedback to improve learning' was one of the lowest scoring areas of the Staff Opinion Survey in 2019 with 64% positive endorsement.</li> </ul> <p>During conversations with teaching staff, it was determined that staff had a limited understanding of student voice and agency, and how to better equip students with strategies to take greater control of, and responsibility for, their learning. Student conversations with the panel also confirmed there was opportunity to improve student voice and agency to impact student engagement:</p> <ul style="list-style-type: none"> <li>• 'We set goals, but would like to know more about where to next with our learning'</li> <li>• 'We'd like to know more about how we are going'</li> <li>• 'We know through learning intentions and success criteria what the lesson is about – we don't really know why we are learning it'.</li> </ul> <p>Research shows that students' self-efficacy is enhanced when they are empowered as learners and leaders. When students actively contribute to both their own education and to whole school initiatives, they experience significant growth in motivation, wellbeing and achievement. We want to create and further develop opportunities for students to lead their learning, and to develop learner inclusive and enabling processes and practices across the school. Developing teacher practice to enable students to be active participants in their learning through voice, agency and leadership will have a positive impact on improving student outcomes.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>• Students will make at least one year's growth from previous MOI and Fountas and Pinnell or Abilities Based Learning and Education Support data.</li> </ul>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Embed PLC structures to support teacher collaboration and reflection in order to strengthen teacher practice</li> <li>• Further unpacking of the school's instructional (Gradual Release of Responsibility) and pedagogical models (Reading, Writing and Numeracy Workshop)</li> <li>• Prioritise curriculum essential learnings and ensure these are taught</li> <li>• Establish a targeted support program for students who have not grasped the essential learnings</li> </ul>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Students will know how the workshop model is structured and how it supports their learning</li> <li>• Students will experience and celebrate their successes in learning</li> <li>• Students will know what their next steps are to progress in their learning</li> <li>• Students in need of targeted interventions will be identified and supported</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Teachers will explicitly and consistently implement the school's instructional and pedagogical models</li> <li>• PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons</li> <li>• Teachers will develop an understanding of curriculum essentials to ensure student mastery</li> <li>• Teachers will confidently and accurately identify their students' learning needs</li> <li>• Teachers will work on content at the student's point of need</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Leaders will strengthen the PLC process</li> <li>• Leaders will use multiple sources of evidence to track pedagogical model implementation</li> <li>• Leaders will ensure support is timetabled</li> </ul>



	Parents/Carers: • Parents and carers will have a better understanding of where their child is at and what they need to work on			
<b>Success Indicators</b>	• Teachers' formative assessment data and teacher judgement data • Documentation and data from formative and base line assessments • Classroom observations and learning walks demonstrating instructional and pedagogical models • Classroom observations and learning walks demonstrating the take up of professional learning strategies • Progress against individual education plans			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning in the collecting, analysing, responding to and monitoring of formative data throughout the year	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish processes for regular moderation of assessment tasks	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish resourcing for individual and tailored support program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff to work with literacy consultant in developing their teaching of reading and writing	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Staff to work with numeracy coach in developing their teaching of mathematics	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Whole school approach to social-emotional learning, belonging and engagement</li> <li>• Revisit whole school professional learning on trauma-informed practice</li> <li>• Build staff capacity to collect, analyse, monitor and respond to student engagement data</li> <li>• Strengthen in-class relationships through peer and group learning activities</li> <li>• Conduct regular check-ins/conferencing with students in homegroups</li> <li>• Target counselling for individual students with acute needs</li> </ul>			
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Students will feel supported and engaged in homegroups and contribute to a strong classroom culture</li> <li>• At-risk students will be identified and receive targeted support in a timely manner</li> <li>• Students will have strong relationships with peers</li> <li>• Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate</li> <li>• Students will experience more positive outcomes</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Teachers will incorporate trauma informed practices in classes and in planning units of work</li> <li>• Teachers will model and are consistent in agreed routines</li> <li>• Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Leaders will integrate social-emotional learning into school practice, policies and programs</li> <li>• Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</li> <li>• Leaders will strengthen engagement with regional and external support agencies</li> </ul> <p>Parents/Carers:</p> <ul style="list-style-type: none"> <li>• Families of at-risk students will receive regular communication and support from the school</li> <li>• Families will be connected to allied health and mental health services</li> </ul>			

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Shared PL goals documented in staff PDPs</li> <li>• Curriculum documentation reflecting social and emotional learning</li> <li>• Students engagement in wellbeing programs (feedback, participation, classroom observations)</li> <li>• Documentation of resources for wellbeing programs</li> <li>• Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</li> <li>• Data used to identify students in need of targeted support</li> <li>• Data of counselling services accessed by students and families</li> <li>• Documentation of strategies students will use in classes and at school</li> <li>• Student engagement and assessment data from regular classes</li> <li>• Learning walks and classroom observations that demonstrate social and emotional teaching and learning.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop curriculum resources which reflect wellbeing and social and emotional learning focus	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Consult with staff on monitoring and referral processes	<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
Establish regular times for wellbeing team to work with rest of staff	<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
After school and lunch time activities (eg. sporting schools, art, dance, clubs)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 3</b> Building communities	Connected schools priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the digital technologies we connected with during remote and flexible learning.</li> <li>• Use digital channels of communication to provide regular updates on student learning programs</li> <li>• PLCs to foster collaboration, build collective efficacy and build digital learning pedagogy</li> <li>• Ensure the benefits of digital learning continue to be available to every student</li> <li>• Develop a plan for increasing the engagement of any parents/carers or community groups that are under-represented or harder to reach</li> </ul>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Students will feel a sense of belonging</li> <li>• Students will feel connected to their school and have positive attitudes to attendance</li> <li>• All students will be connected to resources and learning opportunities</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Teachers will have strong relationships with students and parents/carers</li> <li>• Teachers will be confident in integrating digital learning pedagogy</li> <li>• Teachers can regularly connect with the parents/carers/kin of all students</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Leaders will prioritise time for staff to communicate and build relationships with parents/carers</li> <li>• Leaders will ensure systems are in place for communication between staff and parents/carers</li> </ul> <p>Parents/Carers:</p> <ul style="list-style-type: none"> <li>• Parents/carers will feel a sense of belonging</li> <li>• Parents/carers will have strong relationships with the teachers and school</li> <li>• Parents/carers will be provided with ongoing formal and informal contact with teachers</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Observations and learning walks demonstrating connection between staff and students</li> <li>• Positive school surveys (SSS, AToSS, POS)</li> <li>• Student/parent/staff focus groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Frequency of communications with parents/carers</li> <li>• Pulse checks with parents/carers</li> <li>• Student perception and survey data</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for ongoing professional development on integrating digital learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Allocate time for teachers to communicate with parents/carers	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLC time to share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide access to and promote information in appropriate community languages	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To empower students to improve and engage with their learning			
12 Month Target 2.1	The percentage of positive endorsement for student agency and voice will increase from 54% to 60%. The percentage of positive endorsement for sense of confidence will increase from 79% to 84%.			

	The percentage of positive endorsement for stimulating learning will increase from 90% to 92%. The percentage of positive endorsement for self regulation and setting goals will increase from 83% to 86%.			
<b>12 Month Target 2.2</b>	The percentage of positive endorsement for the student development factor will increase from 96% to 97%.			
<b>12 Month Target 2.3</b>	The percentage of positive endorsement for teaching and learning will increase from 62% to 65%.			
<b>12 Month Target 2.4</b>	The percentage of students with an average of 20 or more days absent will decrease from 27% to 22%			
<b>KIS 1</b> Empowering students and building school pride	Build staff understanding and capability to embed student voice, agency and leadership			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Define student voice, agency and leadership with staff, students and parents</li> </ul>			
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Students will be able to define student voice, agency and leadership and the impact it has on their learning</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Teachers will be able to define student voice, agency and leadership and what it means for their teaching</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Leaders will prioritise time for staff to build their understanding and definition of student voice, agency and leadership and for staff to build on strategies to empower students</li> </ul> <p>Parents/Carers:</p> <ul style="list-style-type: none"> <li>• Parents/carers will be able to define student voice, agency and leadership and what this means for their child's learning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Positive endorsement for the social engagement factors on the student Attitudes to School Survey</li> <li>• Positive endorsement for the student development factor on the Parent Opinion Survey</li> <li>• Positive endorsement for the teaching and learning factor on the School Staff Survey in 'use student feedback to inform teaching practice'</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Staff meetings to define student voice, agency and leadership	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide opportunities for regular small group or whole class discussions that create inclusive means for students to share their learning, interests and assessment preferences	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Empower students to have voice and be active participants in their learning			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Empower students to have a democratic voice in the running of the communities in which they learn</li> </ul>			
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Students will have a sense of belonging where they believe their voice is heard</li> <li>• Students will shared their ideas and opinions</li> <li>• Students will actively seek feedback from teachers and peers to progress their learning</li> <li>• Students will give feedback to peers and teachers</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Teachers will actively seek student ideas and opinions</li> <li>• Teachers will actively seek student feedback</li> <li>• Teachers will collaborate with students to identify goals to progress student learning</li> <li>• Teachers will develop team building skills which enable students to collaborate, negotiate and contribute to shared tasks</li> <li>• Teachers will engage students in developing explicit assessment criteria</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Leaders will provide time for professional learning for staff to unpack student democratic voice and its role in the school community</li> <li>• Leaders will provide time for staff professional learning in the giving and receiving of student feedback</li> <li>• Leaders will provide opportunities for students to embed student voice</li> <li>• Leaders will provide opportunities for student to provide feedback to staff</li> </ul>			

	Parents/Carers: <ul style="list-style-type: none"> <li>• Parents/carers will feel as though their child's voice is heard</li> <li>• Parents/carers will have a better understanding of where students see themselves as learners and what they need to do to progress</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Positive endorsement for the social engagement factors on the student Attitudes to School Survey</li> <li>• Positive endorsement for the student development factor on the Parent Opinion Survey</li> <li>• Positive endorsement for the teaching and learning factor on the School Staff Survey in 'use student feedback to inform teaching practice'</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff to participate in professional learning on the giving and receiving of student feedback	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Learning and observation walks for teachers to view other teachers giving and receiving feedback	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop explicit assessment criteria with PLCs and with students	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used





## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$142,200.00	\$142,200.00
Additional Equity funding	\$30,000.00	\$30,000.00
<b>Grand Total</b>	<b>\$172,200.00</b>	<b>\$172,200.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional learning in the collecting, analysing, responding to and monitoring of formative data throughout the year	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Establish processes for regular moderation of assessment tasks	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Establish resourcing for individual and tailored support program	from: Term 1 to: Term 4	<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 <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00

Staff to work with literacy consultant in developing their teaching of reading and writing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Staff to work with numeracy coach in developing their teaching of mathematics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Develop curriculum resources which reflect wellbeing and social and emotional learning focus	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
After school and lunch time activities (eg. sporting schools, art, dance, clubs)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,000.00	\$8,000.00
Plan for ongoing professional development on integrating digital learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Allocate time for teachers to communicate with parents/carers	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
PLC time to share effective digital learning and relationship building strategies	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Provide access to and promote information in appropriate community languages	from: Term 1	<input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00

	to: Term 4			
Staff meetings to define student voice, agency and leadership	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$200.00	\$200.00
Staff to participate in professional learning on the giving and receiving of student feedback	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Learning and observation walks for teachers to view other teachers giving and receiving feedback	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Develop explicit assessment criteria with PLCs and with students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
<b>Totals</b>			\$142,200.00	\$142,200.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Digital devices to support student learning	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$30,000.00

	to: Term 4	<input checked="" type="checkbox"/> Assets		
<b>Totals</b>			\$30,000.00	\$30,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning in the collecting, analysing, responding to and monitoring of formative data throughout the year	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Literacy Consultant Jacinta Goldie <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 processes for regular moderation of assessment tasks	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Literacy Consultant Jacinta Goldie <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Staff to work with literacy consultant in developing their	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

teaching of reading and writing		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants Literacy Consultant Jacinta Goldie <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Staff to work with numeracy coach in developing their teaching of mathematics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Maths Coach <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
Develop curriculum resources which reflect wellbeing and social and emotional learning focus	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
After school and lunch time activities (eg. sporting schools, art, dance, clubs)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site

Plan for ongoing professional development on integrating digital learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
PLC time to share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff meetings to define student voice, agency and leadership	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Staff to participate in professional learning on the giving and receiving of student feedback	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning and observation walks for teachers to view other teachers giving and receiving feedback	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <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"/> Departmental resources Amplify <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site



					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop explicit assessment criteria with PLCs and with students	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <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