

2020 Annual Implementation Plan

for improving student outcomes

South Melbourne Primary School (5559)



Submitted for review by Carmen Britnell (School Principal) on 10 February, 2020 at 12:34 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 14 February, 2020 at 11:11 AM
Endorsed by Dragan Rajak (School Council President) on 18 February, 2020 at 12:32 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>Last year, we reviewed and refined the way we collect and use of data inside PLC's. We focused on alignment between AIP Targets, PDP Goals and PLC Agendas, along with support for all staff around data literacy. We are aware of the need for the consistent collection and use of data across the school which will then be fed back into PLC's as targets for improvement. In future, we need to ensure we are also privileging examination of practice within PLCs to ensure that we continue to refine our pedagogy and instructional practice to impact student learning and growth.</p>
Considerations for 2020	<p>Due to our continued growth, many of the initiatives we started in 2018-19 will need to continue to be prioritised to ensure consistency across the school.</p> <p>Our PLCs will have a relentless focus on improvement, inclusive of examination of practice that leads to growth in student outcomes.</p> <p>Data Literacy will be a priority so that we don't take any risks or make assumptions about staff knowledge and understanding.</p> <p>Curriculum Documentation is a core priority.</p>

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	To improve outcomes in literacy and numeracy for all students
Target 1.1	By 2023 teacher judgement at or above age expected level for Reading and Viewing will increase from 91% (2018) to 95%
Target 1.2	By 2023 teacher judgement at or above age expected level for Writing will increase from 88% (2018) to 93%
Target 1.3	By 2023, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 85%
Key Improvement Strategy 1.a Evaluating impact on learning	Document a guaranteed and viable curriculum in Literacy and Numeracy
Key Improvement Strategy 1.b Curriculum planning and assessment	Create and embed an Assessment and Reporting cycle across Prep–Year 6 to include response to intervention in order to monitor, track and improve student outcomes in Literacy and Numeracy
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Embed a cycle of inquiry within PLTs in Literacy to enhance teacher knowledge and capacity to utilise HITS
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Embed a cycle of inquiry within PLTs in Numeracy to enhance teacher knowledge and capacity to utilise HITS
Goal 2	Improve wellbeing of all students

Target 2.1	By 2023 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 77%
Target 2.2	By 2023 the AToSS domain for Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 92%
Target 2.3	Drafting note: please consider stating numerical benchmark if this is not a new survey By 2023 the Tripod/School survey (re student perception of their teacher) will achieve an average score of 80% positive endorsement across the school.
Key Improvement Strategy 2.a Building communities	Focus on building a sense of local identity for the school
Key Improvement Strategy 2.b Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing
Key Improvement Strategy 2.c Evaluating impact on learning	To regularly implement, monitor and track student feedback to inform professional development and/or whole school/individual foci
Goal 3	To improve Student Engagement
Target 3.1	By 2023 the AToSS percentage positive for Voice and agency will increase from 42% (2018) to 75%

Target 3.2	By 2023 the AToSS percentage positive for Stimulating learning will increase from 44% (2018) to 75%
Target 3.3	By 2023 the AToSS percentage positive for Effective teaching time will increase from 62% (2019) to 75%
Target 3.4	By 2022 the Unapproved attendance rate will decrease from an average of 17 (2018) to 14
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Engage students in curriculum planning to promote student voice and agency
Key Improvement Strategy 3.b Evaluating impact on learning	Create and co-construct learning rubrics with students to promote student voice and agency
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop a scope and sequence that outlines leadership opportunities for students across 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
To improve outcomes in literacy and numeracy for all students	Yes	By 2023 teacher judgement at or above age expected level for Reading and Viewing will increase from 91% (2018) to 95%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2020 teacher judgement at or above age expected level for Reading and Viewing will increase from 91% (2018) to 92%</p> <p>The following benchmarks and targets will also be adopted to ensure we continually monitor progress and attainment:</p> <p>Letters and Sounds * Preps: 80%+ of students achieving 80%+ of "Phase 3 " by Term 4 * Grade 1: 80%+ of students reaching 80%+ on UK Phonics Test (Term 4)</p> <p>High Frequency Words * Preps: 75%+ of students reaching 180+ on the First 400 High Frequency Words by end-of-year * Grade 1: 80%+ of students reaching 300+ on the First 400 High Frequency Words by end-of-year * Grade 2: 95%+ of students reaching 400+ on the First 400 High Frequency Words by end-of-year</p> <p>Fountas and Pinnell</p>

		<p>* Preps: 75%+ of students reaching Level E (Instructional Level) by end of year</p> <p>* Grade 1: 80%+ of students reaching Level K (Instructional Level) by end of year</p> <p>* Grade 2: 85%+ of students reaching Level N (Instructional Level) by end of year</p> <p>Accelerated Reader</p> <p>* Grades 3-6: 85%+ of students being at Reading Age in Star Reading by end of year. This is measured as the Norm Referenced Standard Score being 100 or more</p> <p>Accelerated Reader Volume Targets</p> <p>* Grades 3-6: 80%+ of the students to reach their Volume Reading Target in Terms 2, 3 and 4</p> <p>DIBELS Oral Reading Fluency</p> <p>* Grades 1-6: 80%+ of students reaching DIBELS Benchmark by end of year in Words Per Minute</p> <p>Scope and Sequence</p> <p>* Documented Scope and Sequence for Reading by the end of Term 4</p>	<p>* Preps: 75%+ of students reaching Level E (Instructional Level) by end of year</p> <p>* Grade 1: 80%+ of students reaching Level K (Instructional Level) by end of year</p> <p>* Grade 2: 85%+ of students reaching Level N (Instructional Level) by end of year</p> <p>Accelerated Reader</p> <p>* Grades 3-6: 85%+ of students being at Reading Age in Star Reading by end of year. This is measured as the Norm Referenced Standard Score being 100 or more</p> <p>Accelerated Reader Volume Targets</p> <p>* Grades 3-6: 80%+ of the students to reach their Volume Reading Target in Terms 2, 3 and 4</p> <p>DIBELS Oral Reading Fluency</p> <p>* Grades 1-6: 80%+ of students reaching DIBELS Benchmark by end of year in Words Per Minute</p> <p>Scope and Sequence</p> <p>* Documented Scope and Sequence for Reading by the end of Term 4</p>
		<p>By 2023 teacher judgement at or above age expected level for Writing will increase from 88% (2018) to 93%</p>	<p>By the end of 2020 teacher judgement at or above age expected level for Writing will increase from 88% (2018) to 89%</p> <p>*Note: this is not one of our priority areas for 2020</p>

		By 2023, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 85%	By the end of 2020, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 70%
Improve wellbeing of all students	Yes	By 2023 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 77%	By the end of 2020 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 65% Other: <ul style="list-style-type: none"> Attitudes to School Survey measures of Stimulating Learning and Classroom Behaviour to exceed 80% Maintain Staff Culture Survey in all reported domains at or above 7.5/10 (conducted twice per year to track results and set goals) This will show a reflection of the staff’s belief on our culture and how they feel supported and developed.
		By 2023 the AToSS domain for Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 92%	By the end of 2020 the AToSS domain for Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 80% *Note: this is not one of our priority areas for 2020
		Drafting note: please consider stating numerical benchmark if this is not a new survey	By the end of 2020 the Tripod/School survey (re student perception of their teacher) will achieve 80%+ positive response score for each teacher in

		By 2023 the Tripod/School survey (re student perception of their teacher) will achieve an average score of 80% positive endorsement across the school.	"Teacher Care", "Classroom Management" and "Captivating"
To improve Student Engagement	No	By 2023 the AToSS percentage positive for Voice and agency will increase from 42% (2018) to 75%	
		By 2023 the AToSS percentage positive for Stimulating learning will increase from 44% (2018) to 75%	
		By 2023 the AToSS percentage positive for Effective teaching time will increase from 62% (2019) to 75%	
		By 2022 the Unapproved attendance rate will decrease from an average of 17 (2018) to 14	

Goal 1	To improve outcomes in literacy and numeracy for all students
12 Month Target 1.1	By the end of 2020 teacher judgement at or above age expected level for Reading and Viewing will increase from 91% (2018) to 92% The following benchmarks and targets will also be adopted to ensure we continually monitor progress and attainment:

	<p>Letters and Sounds</p> <ul style="list-style-type: none"> * Preps: 80%+ of students achieving 80%+ of "Phase 3 " by Term 4 * Grade 1: 80%+ of students reaching 80%+ on UK Phonics Test (Term 4) <p>High Frequency Words</p> <ul style="list-style-type: none"> * Preps: 75%+ of students reaching 180+ on the First 400 High Frequency Words by end-of-year * Grade 1: 80%+ of students reaching 300+ on the First 400 High Frequency Words by end-of-year * Grade 2: 95%+ of students reaching 400+ on the First 400 High Frequency Words by end-of-year <p>Fountas and Pinnell</p> <ul style="list-style-type: none"> * Preps: 75%+ of students reaching Level E (Instructional Level) by end of year * Grade 1: 80%+ of students reaching Level K (Instructional Level) by end of year * Grade 2: 85%+ of students reaching Level N (Instructional Level) by end of year <p>Accelerated Reader</p> <ul style="list-style-type: none"> * Grades 3-6: 85%+ of students being at Reading Age in Star Reading by end of year. This is measured as the Norm Referenced Standard Score being 100 or more <p>Accelerated Reader Volume Targets</p> <ul style="list-style-type: none"> * Grades 3-6: 80%+ of the students to reach their Volume Reading Target in Terms 2, 3 and 4 <p>DIBELS Oral Reading Fluency</p> <ul style="list-style-type: none"> * Grades 1-6: 80%+ of students reaching DIBELS Benchmark by end of year in Words Per Minute <p>Scope and Sequence</p> <ul style="list-style-type: none"> * Documented Scope and Sequence for Reading by the end of Term 4
<p>12 Month Target 1.2</p>	<p>By the end of 2020 teacher judgement at or above age expected level for Writing will increase from 88% (2018) to 89%</p> <p>*Note: this is not one of our priority areas for 2020</p>
<p>12 Month Target 1.3</p>	<p>By the end of 2020, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 70%</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Document a guaranteed and viable curriculum in Literacy and Numeracy	Yes
KIS 2 Curriculum planning and assessment	Create and embed an Assessment and Reporting cycle across Prep–Year 6 to include response to intervention in order to monitor, track and improve student outcomes in Literacy and Numeracy	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed a cycle of inquiry within PLTs in Literacy to enhance teacher knowledge and capacity to utilise HITS	No
KIS 4 Evidence-based high-impact teaching strategies	Embed a cycle of inquiry within PLTs in Numeracy to enhance teacher knowledge and capacity to utilise HITS	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.	<p>With our staff population growing from 100% in 2018, 50% growth in 2019 and to 35% growth in 2020, we need to ensure we continue to consolidate the fantastic work we undertook in the first two years.</p> <p>Our staff and student population is extremely diverse and in many ways transient. We need to ensure that our robust assessment and reporting cycles, inclusive of our ability to monitor and respond with intervention, is strong to accommodate the needs and movement of the community.</p> <p>Our teachers are currently spending time defining 'what' they need to teach, rather than deeper discussions around 'how' they are going to effectively teach to impact student learning. We need to document our curriculum to somewhat remove that layer of cognition.</p>	
Goal 2	Improve wellbeing of all students	
12 Month Target 2.1	<p>By the end of 2020 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 65%</p> <p>Other:</p> <ul style="list-style-type: none"> Attitudes to School Survey measures of Stimulating Learning and Classroom Behaviour to exceed 80% 	

	<ul style="list-style-type: none"> Maintain Staff Culture Survey in all reported domains at or above 7.5/10 (conducted twice per year to track results and set goals) This will show a reflection of the staff's belief on our culture and how they feel supported and developed. 	
12 Month Target 2.2	<p>By the end of 2020 the AToSS domain for Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 80%</p> <p>*Note: this is not one of our priority areas for 2020</p>	
12 Month Target 2.3	<p>By the end of 2020 the Tripod/School survey (re student perception of their teacher) will achieve 80%+ positive response score for each teacher in "Teacher Care", "Classroom Management" and "Captivating"</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building communities	Focus on building a sense of local identity for the school	No
KIS 2 Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing	Yes
KIS 3 Evaluating impact on learning	To regularly implement, monitor and track student feedback to inform professional development and/or whole school/individual foci	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.	<p>*We have implemented School Wide Positive Behaviours for the past two years. However, due to the growth in staff we need to continue to consolidate and embed the practices we have started.</p> <p>We are also attempting to connect our Social and Emotional Curriculum to our Inquiry Learning Scope and Sequence. Therefore, we will continue to develop our documented curriculum throughout 2020-21.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve outcomes in literacy and numeracy for all students
12 Month Target 1.1	<p>By the end of 2020 teacher judgement at or above age expected level for Reading and Viewing will increase from 91% (2018) to 92%</p> <p>The following benchmarks and targets will also be adopted to ensure we continually monitor progress and attainment:</p> <p>Letters and Sounds * Preps: 80%+ of students achieving 80%+ of "Phase 3 " by Term 4 * Grade 1: 80%+ of students reaching 80%+ on UK Phonics Test (Term 4)</p> <p>High Frequency Words * Preps: 75%+ of students reaching 180+ on the First 400 High Frequency Words by end-of-year * Grade 1: 80%+ of students reaching 300+ on the First 400 High Frequency Words by end-of-year * Grade 2: 95%+ of students reaching 400+ on the First 400 High Frequency Words by end-of-year</p> <p>Fountas and Pinnell * Preps: 75%+ of students reaching Level E (Instructional Level) by end of year * Grade 1: 80%+ of students reaching Level K (Instructional Level) by end of year * Grade 2: 85%+ of students reaching Level N (Instructional Level) by end of year</p> <p>Accelerated Reader * Grades 3-6: 85%+ of students being at Reading Age in Star Reading by end of year. This is measured as the Norm Referenced Standard Score being 100 or more</p> <p>Accelerated Reader Volume Targets * Grades 3-6: 80%+ of the students to reach their Volume Reading Target in Terms 2, 3 and 4</p> <p>DIBELS Oral Reading Fluency * Grades 1-6: 80%+ of students reaching DIBELS Benchmark by end of year in Words Per Minute</p> <p>Scope and Sequence *Documented Scope and Sequence for Reading by the end of Term 4</p>

12 Month Target 1.2	<p>By the end of 2020 teacher judgement at or above age expected level for Writing will increase from 88% (2018) to 89%</p> <p>*Note: this is not one of our priority areas for 2020</p>
12 Month Target 1.3	<p>By the end of 2020, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 70%</p>
KIS 1 Evaluating impact on learning	<p>Document a guaranteed and viable curriculum in Literacy and Numeracy</p>
Actions	<p>*Two Learning Specialists have been appointed. They will be released together to strategically plan, and develop the Reading Scope and Sequence.</p> <p>*SIT teams will also be responsible for contributing to the development of the Scope and Sequence for Reading</p> <p>*Staff Meetings and Curriculum Days will be scheduled to ensure all staff are included in the process</p> <p>*The Learning Specialists will follow the Gradual Release of Responsibility model to ensure staff have a strong understanding of how, what and why the curriculum is mapped in a particular way.</p>
Outcomes	<p>Leaders will be able to:</p> <ul style="list-style-type: none"> * Define the purpose and definition of a GVC and Scope and Sequence (S and S) * Support teachers and teams to ensure the S and S is developmental and aligned to school programs and beliefs * Support teachers inside the PLC model using the PLC Improvement Matrix to set team improvement goals * Employ relevant consultants as required to support the work e.g Sheena Cameron, Louise Dempsey <p>Coaches/Mentors will be able to:</p> <ul style="list-style-type: none"> * Coach and mentor teams and individuals in relation to the development of skill sequences and development * Coordinate and strategically plan the implementation of the GVC development <p>Teachers will be able to:</p> <ul style="list-style-type: none"> * Articulate the definition and purpose of the GVC/SandS in student and parent-friendly language * Unpack the Victorian Curriculum, Core Programs and expectations to decide the development of skills, knowledge, understanding * Use the GVC to map out curriculum planning and design each term, relevant to student needs <p>Students will be able to:</p> <ul style="list-style-type: none"> * Articulate what they are learning, why they are learning it and how they can be successful

	<p>* Use the language within the GVC/S and S when talking about their learning</p> <p>* Be able to articulate the links between the learning activities, the assessment task and how they use feedback to improve performance</p> <p>Parents will be able to:</p> <p>* Readily understand the learning sequence and program</p> <p>* Support student learning via feedback by providing consolidating learning activities for their children (with support from teachers)</p>			
Success Indicators	<p>Leaders will be able to:</p> <ul style="list-style-type: none"> - Observe consistent practice/foci during lesson observations e.g Learning Intentions/Success Criteria <p>Teachers will be able to:</p> <ul style="list-style-type: none"> - By the end of 2020, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 70% - Work Planners will be consistent with the GVC/S and S - Teams will adopt consistent Learning Intentions and Success Criteria in lessons 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Days to develop and create Reading Scope and Sequence	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
At least 3 Staff Meetings allocated to Scope and Sequence development per term	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Create and embed an Assessment and Reporting cycle across Prep–Year 6 to include response to intervention in order to monitor, track and improve student outcomes in Literacy and Numeracy			

Curriculum planning and assessment	
Actions	<p>LITERACY in 2020</p> <ul style="list-style-type: none"> * New staff entering the Prep-1 levels will be involved in Professional Development and Induction into the Letters and Sounds program * New staff entering the Grade 2-6 levels will be involved in Professional Development and Induction into the SMART Spelling program * Principal, AP and Learning Specialists will conduct Professional Development and coaching for High Frequency Words, Letters and Sounds, Accelerated Reader and the Big 6 Reading Curriculum for all staff P-6 * Core group of MEAs, Instructional Leaders and Principal Class will attend LLI professional development and training to ensure set up is strategic, systematic and well-planned and implemented with fidelity * Professional Development sessions by leaderships involving the collection and manipulation of data will occur with all staff and via PLC's * All staff will maintain termly data inputted into the GradeXpert software which will track High Frequency Words, Letters and Sounds levels and Accelerated Reader levels for all students * Students tracking 12 months above or below the expected levels will have Individual Learning Plans developed with Tier 2 and Tier 3 Interventions agreed upon which are consistent across the school * Teachers will be involved in termly PDP sessions with the Principal where they will be released from class for an hour per classroom teacher to examine the data that is emerging to ensure PDP goals are 'front and centre' * Staff will continue to embed the Whole School Assessment Schedule so it becomes a fully working and viable document * Testing and Data Collection methods will be honed and may involve the employment of a dedicated ES staff member to manage
Outcomes	<p>Leaders will be able to:</p> <ul style="list-style-type: none"> * Engage with and manipulate student data each term to track progress against agreed benchmarks * Support teachers and teams when key student data is not meeting the agreed standard * Support teachers inside the PLC model using the PLC Improvement Matrix to set team improvement goals <p>Coaches/Mentors will be able to:</p> <ul style="list-style-type: none"> * Coach and mentor teams and individuals in relation to the improvement of key data * Provide feedback to teachers using an agreed feedback framework which is planned and timetabled so it becomes systematic <p>Teachers will be able to:</p> <ul style="list-style-type: none"> * Track student data (term by term) and react with agreed Tier 2 and Tier 3 strategies should student outcomes fall behind, or accelerate beyond, agreed benchmarks * Articulate agreed Tier 2 and Tier 3 interventions inside Student Individual Learning Plans * Demonstrate improved data literacy inside termly PDP sessions with Principal and articulate actions arising from the emerging data

	<p>which fall into school-wide agreements</p> <ul style="list-style-type: none"> * Be conversant with Accelerated Reader which is used to track the Star Reading and Reading Volume targets for all students in Grades 3-6 <p>Students will be able to:</p> <ul style="list-style-type: none"> * Experience a combination of success and challenge regardless of their reading level * Articulate why they have been successful and to state their reading goal clearly * Students within the top 2 bands will experience challenging open-ended curriculum opportunities and be tracked to ensure they maintain a minimum of 12 months growth * Experience an increase in the effective use of computers and technology for their learning and assessment * Be able to articulate the links between the learning activities, the assessment task and how they use feedback to improve performance <p>Parents will be able to:</p> <ul style="list-style-type: none"> * Receive real-time feedback from teachers in relation to agreed benchmarks * Support student learning via the feedback by providing consolidating learning activities for their children
<p>Success Indicators</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> * Preps: 80%+ of students achieving 80%+ of "Phase 3 " by Term 4 * Grade 1: 80%+ of students reaching 80%+ on UK Phonics Test (Term 4) <p>High Frequency Words</p> <ul style="list-style-type: none"> * Preps: 75%+ of students reaching 180+ on the First 400 High Frequency Words by end-of-year * Grade 1: 80%+ of students reaching 300+ on the First 400 High Frequency Words by end-of-year * Grade 2: 95%+ of students reaching 400+ on the First 400 High Frequency Words by end-of-year <p>Fountas and Pinnell</p> <ul style="list-style-type: none"> * Preps: 75%+ of students reaching Level E (Instructional Level) by end of year * Grade 1: 80%+ of students reaching Level K (Instructional Level) by end of year * Grade 2: 85%+ of students reaching Level N (Instructional Level) by end of year <p>Accelerated Reader</p> <ul style="list-style-type: none"> * Grades 3-6: 85%+ of students being at Reading Age in Star Reading by end of year. This is measured as the Norm Referenced Standard Score being 100 or more <p>Accelerated Reader Volume Targets</p> <ul style="list-style-type: none"> * Grades 3-6: 80%+ of the students to reach their Volume Reading Target in Terms 2, 3 and 4

DIBELS Oral Reading Fluency

* Grades 1-6: 80%+ of students reaching DIBELS Benchmark by end of year in Words Per Minute Scope and Sequence

*Documented Scope and Sequence for Reading by the end of Term 4

Activities and Milestones	Who	Is this a PL Priority	When	Budget
LLI intervention training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
LLI intervention systematic program set-up and resourcing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Tier 2 support for students of low achievement and disadvantage in the form of assessment with the employment of ES Specialist staff who conduct assessments	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to develop/refine assessment and reporting schedule in 2020	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Learning Specialists/Leadership to provide Data Literacy PD during PLTs/Staff Meetings and weekly Staff Bulletins	<input checked="" type="checkbox"/> All Staff <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
A team will complete the Harvard Datawise course to develop data literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve wellbeing of all students			
12 Month Target 2.1	By the end of 2020 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 65% Other: <ul style="list-style-type: none"> • Attitudes to School Survey measures of Stimulating Learning and Classroom Behaviour to exceed 80% • Maintain Staff Culture Survey in all reported domains at or above 7.5/10 (conducted twice per year to track results and set goals) This will show a reflection of the staff’s belief on our culture and how they feel supported and developed. 			
12 Month Target 2.2	By the end of 2020 the AToSS domain for Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 80% *Note: this is not one of our priority areas for 2020			
12 Month Target 2.3	By the end of 2020 the Tripod/School survey (re student perception of their teacher) will achieve 80%+ positive response score for each teacher in "Teacher Care", "Classroom Management" and "Captivating"			
KIS 1 Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing			

Actions	<ul style="list-style-type: none"> *Construct a Culture SIT team, made up of teachers from all teaching levels, who meet 2/3 a term *Unpack the key priorities in the Mappen Inquiry units to develop a scope and Sequence that links with Mappen units *Teachers to teach 2 x 30 minute sessions of Social and Emotional learning during the week *Professional Development will be provided to new staff as part of the Induction program to support Circle Solutions, Restorative Conversations and Zones of Regulation *Leading Teacher/ Assistant Principal to observe Circle Solutions sessions to ensure consistency across year levels/school
Outcomes	<p>Leaders will be able to:</p> <ul style="list-style-type: none"> * Define the purpose and definition of a GVC and Scope and Sequence (S and S) * Support teachers and teams to ensure the S and S is developmental and aligned to school programs and beliefs * Provide ongoing support and Professional Learning via weekly Staff Bulletins <p>Coaches/Mentors will be able to:</p> <ul style="list-style-type: none"> * Coach and mentor teams and individuals in relation to the development of skill sequences and development * Coordinate and strategically plan the implementation of the GVC development <p>Teachers will be able to:</p> <ul style="list-style-type: none"> * Articulate the definition and purpose of the GVC/SandS in student and parent-friendly language * Unpack the Victorian Curriculum Capabilities and expectations to decide the development of skills, knowledge, understanding * Use the GVC to map out curriculum planning and design each term, relevant to student needs <p>Students will be able to:</p> <ul style="list-style-type: none"> * Articulate what they are learning, why they are learning it and how they can be successful in Circle Solutions and for Social Emotional Learning * Use the language within the GVC/S and S when talking about their learning <p>Parents will be able to:</p> <ul style="list-style-type: none"> * Readily understand the learning sequence and program * Support student learning via feedback by providing consolidating learning activities for their children (with support from teachers)
Success Indicators	<p>Leaders will be able to:</p> <ul style="list-style-type: none"> - Observe consistent practice/foci during lesson observations e.g Learning Intentions/Success Criteria - By the end of 2020, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 70% - Social and Emotional Work Planners will be consistent with the GVC/S and S - Teams will adopt consistent Learning Intentions and Success Criteria in lessons

	<p>*By the end of 2020 the Tripod/School survey (re student perception of their teacher) will achieve 80%+ positive response score for each teacher in "Teacher Care", "Classroom Management" and "Captivating"</p> <p>*By the end of 2020 the AToSS domain for Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 80%</p> <p>*By the end of 2020 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 65%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Culture SIT to meet 2/3 times per term to develop Scope and Sequence	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Wellbeing will be a standing item on PLT agendas and Circle Solutions carefully planned for based on student's Social and Emotional data	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	To regularly implement, monitor and track student feedback to inform professional development and/or whole school/individual foci			
Actions	<p>* In Term 1 and 3 we will implement the ' Tripod' Survey with our students. Teachers will receive individual class data from this survey and given opportunities to unpack their data at Staff Meetings/PLT</p> <p>* In Term 2, we will implement the AToSS survey with our Grade 4-6 students. Teachers will unpack the data as a whole school and with the students.</p> <p>* Culture SIT will use AToSS and Tripod data to make recommendations to the whole staff from improved outcomes</p> <p>* Staff will assess students on their Social and Emotional capabilities once a term and plan Social Emotional lessons to target their classes needs twice a week.</p> <p>* In Term 1 and 4 we will implement Staff Culture survey that provides feedback on how the staff feel about the culture of the school, including student culture and wellbeing.</p>			

Outcomes	<p>Leaders will be able to:</p> <ul style="list-style-type: none"> * Unpack whole school student perception data * Make recommendations for improved outcomes to staff <p>Teachers will be able to:</p> <ul style="list-style-type: none"> * identify their students perceptions of school and wellbeing * explain what the social/ emotional needs are of their class * plan lesson around the student opinion data * change elements of their practice based on feedback <p>Students will be able to:</p> <ul style="list-style-type: none"> * explain why they complete student surveys and how this helps their experience at school * see/experience changes to their school experience based on their own feedback <p>Parents will be able to:</p> <ul style="list-style-type: none"> * acknowledge changes at school based on student feedback 			
Success Indicators	<ul style="list-style-type: none"> * By the end of 2020 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 65% <p>Other Indicators of success:</p> <ul style="list-style-type: none"> *Attitudes to School Survey measures of Stimulating Learning and Classroom Behaviour to exceed 80% *Maintain Staff Culture Survey in all reported domains at or above 7.5/10 (conducted twice per year to track results and set goals) * By the end of 2020 the Tripod/School survey (re student perception of their teacher) will achieve 80%+ positive response score for each teacher in "Teacher Care", "Classroom Management" and "Captivating" 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement Tripod survey in Term 1 and 3	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Implement Staff Culture Survey in Term 1 and 4	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement AToSS in Term 2	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff Meetings each Term to analyse student perception data	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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	\$9,000.00	\$8,800.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$9,000.00	\$8,800.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
LLI intervention training	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$1,800.00
LLI intervention systematic program set-up and resourcing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$6,000.00
Tier 2 support for students of low achievement and disadvantage in the form of assessment with the employment of ES Specialist staff who conduct assessments	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Totals			\$9,000.00	\$8,800.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Curriculum Days to develop and create Reading Scope and Sequence	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
At least 3 Staff Meetings allocated to Scope and Sequence development per term	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
LLI intervention training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Pearson Education - LLI	<input checked="" type="checkbox"/> Off-site Melbourne
LLI intervention systematic program set-up and resourcing	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLT Leaders		<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day		
Tier 2 support for students of low achievement and disadvantage in the form of assessment with the employment of ES Specialist staff who conduct assessments	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	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"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continue to develop/refine assessment and reporting schedule in 2020	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning Specialists/Leadership to provide Data Literacy PD during PLTs/Staff Meetings and weekly Staff Bulletins	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
A team will complete the Harvard Datawise course to develop data literacy	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Leadership

	<input checked="" type="checkbox"/> Teacher(s)	to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs			- January 2020 for 5 days
Culture SIT to meet 2/3 times per term to develop Scope and Sequence	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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
Student Wellbeing will be a standing item on PLT agendas and Circle Solutions carefully planned for based on student's Social and Emotional data	<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"/> Curriculum development	<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
Implement Tripod survey in Term 1 and 3	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement Staff Culture Survey in Term 1 and 4	<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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement AToSS in Term 2	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Staff Meetings each Term to analyse student perception data	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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
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