

2020 Annual Implementation Plan

for improving student outcomes

Brentwood Park Primary School (5308)



Submitted for review by James Bell (School Principal) on 16 December, 2019 at 12:23 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 03 January, 2020 at 03:37 PM
Endorsed by Leonie Roberts (School Council President) on 03 February, 2020 at 10:11 AM

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	Embedding
	Curriculum planning and assessment	Excelling
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

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

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

Enter your reflective comments	<p>Throughout 2019, staff professional development was implemented according to schedule. The whole school undertook in-house professional development in literacy programs, facilitated by our leading teachers and learning specialists, and professional development on “The Big Ideas in Number” facilitated by Di Siemon and in “Top Ten Numeracy” resources with facilitator, Anna Kapnoullas. Staff and students have responded positively to the explicitness of structure promoted within our literacy and numeracy programs and utilisation of the resources provided for their implementation. Staff highlight the consistency in termly planning and adherence to the school’s instructional models for literacy and numeracy programs. Differentiation continues to feature within the group activities with scaffolded activities supporting student learning. The explicit detailing of learning intentions, success criteria and student identification of learning goals has been a focus. The Victorian Curriculum, along with the elaborations, continue to contribute to planning and to inform the students’ levels of achievement. Benchmarking assessments undertaken biannually are triangulated with teacher assessments and student application to daily tasks to inform judgements. Feedback from professional learning teams continued to highlight that planning reflects students’ needs and is informed through the analysis of data. Support continued to be provided by the leading teachers and learning specialists to observe the classroom practice of others with a focus on providing feedback regarding effective literacy and numeracy teaching strategies. In each Professional Learning Team, common weekly</p>
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	<p>planners are developed which then gets adjusted to suit the specific individual class needs. The implementation of the High Impact Teaching Strategies [HITS] 1: Setting Goals and 10: Differentiated Learning, have been embraced by staff and resonated with practices which were already underway.</p>
<p>Considerations for 2020</p>	<p>With the school being scheduled to undertake its review in 2021, next year will be an opportunity to fully embed the programs systematically introduced in the Annual Implementation Plans of the previous three/four years. In literacy, the additional strategies for 2020 will be the reintroduction of Readers' Workshop and Writers' Workshop to complement our CAFE Daily 5 and VCOP approach to reading and writing. We do not foresee the introduction of anything new to the teaching repertoire of mathematics teaching, however, the framework of Big Ideas in Number from professional development facilitated by Di Siemen, resources gained from Top Ten professional development and the strong culture of using data to inform the learning and teaching programs in this area will remain as a strong foci. The numeracy teaching toolkit, inclusive of the Numeracy Learning Progression Map and the Numeracy Learning Progressions will be valuable departmental resources for references and to support planning and student achievement.</p> <p>To achieve consistency of practice in classrooms within literacy and numeracy programs, we must also work towards developing consistency of practice in the implementation of classroom observations by our learning specialists. The demands of learning specialist staff and leading teachers who also have classroom responsibilities at 0.8 EFT will be reviewed to enable the demands of their dual roles to be better addressed.</p> <p>Given the value of implementing an additional assistance program in Years 3 - 6, we will endeavour to build the staffing of this program into our workforce plan for 2020. Consideration could be given to the targetted groups being those students identified as high achievers. Previously, we have adopted the deficit model by targetting those students identified as under achievers.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

<p>Goal 1</p>	<ul style="list-style-type: none"> To improve literacy learning with a focus on Spelling and Speaking and Listening. The school will continue to embed current practice in the established programs—PALLs program, VCOP program and CAFÉ Daily 5 to ensure that new and existing staff members continue to maintain and further improve proficiency in their knowledge and in the skills required to implement the programs.
<p>Target 1.1</p>	<p><u>Targets:</u></p> <ul style="list-style-type: none"> To ensure that student outcomes in Spelling and Speaking and Listening more closely reflect the diversity of student achievement that is evident in Reading and Writing. To improve upon the percentage of students achieving beyond the expected level in Spelling and Speaking and Listening at each year level.
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<ul style="list-style-type: none"> Continue to embed the literacy strategies of VCOP, CAFÉ, PALLs, Words Our Way spelling and THRASS with a focus on new staff and students. Develop the school’s instructional model for Spelling. Develop assessment strategies for Speaking and Listening to clearly reflect progress and achievement of students.
<p>Goal 2</p>	<ul style="list-style-type: none"> To continue to maintain and improve Numeracy learning.
<p>Target 2.1</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> To improve the percentage of students achieving beyond the expected level in numeracy at each year level.

Key Improvement Strategy 2.a Building practice excellence	<ul style="list-style-type: none"> • Develop and embed the school's instructional model in Mathematics. • Ensure teachers expect all students to make at least 12 months growth in a school year, regardless of their starting point. • Provide time in PLTs to build knowledge & understanding of the Mathematics curriculum. • Use multiple sources of data to compare student growth rates and evaluate the effectiveness of teaching strategies
Goal 3	<ul style="list-style-type: none"> • To maintain and improve teacher capacity to capture students' knowledge and skills to quantify their learning progress, and to identify next steps for each student.
Target 3.1	<p><u>Target:</u></p> <ul style="list-style-type: none"> • To improve the consistency and accuracy of teacher judgements at and between year levels. • To develop closer correlation between teacher judgements and NAPLAN outcomes.
Key Improvement Strategy 3.a Building practice excellence	<ul style="list-style-type: none"> • Develop teacher skills in evaluative practice, and in monitoring that practice, in order to develop a deep understanding of the uses and purposes of assessment, which inform planning for student learning. • Develop deep understanding of the curriculum continuum and to accurately place students.
Goal 4	<ul style="list-style-type: none"> • To improve student agency and confidence in their learning.
Target 4.1	<p><u>Targets:</u></p> <ul style="list-style-type: none"> • To improve Learning Confidence to 85% positive response or better. • To improve Student Voice and Agency to 85% positive response or better. • To improve Teacher Concern to 85% positive response or better.

Key Improvement Strategy 4.a Empowering students and building school pride	Students will gain confidence and improved agency through increased opportunities to negotiate their learning.
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> To improve literacy learning with a focus on Spelling and Speaking and Listening. The school will continue to embed current practice in the established programs—PALLs program, VCOP program and CAFÉ Daily 5 to ensure that new and existing staff members continue to maintain and further improve proficiency in their knowledge and in the skills required to implement the programs. 	Yes	<p><u>Targets:</u></p> <ul style="list-style-type: none"> To ensure that student outcomes in Spelling and Speaking and Listening more closely reflect the diversity of student achievement that is evident in Reading and Writing. To improve upon the percentage of students achieving beyond the expected level in Spelling and Speaking and Listening at each year level. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of students achieving beyond the expected level in Speaking and Listening, across all year levels, from a Prep - 6 average of 27.79% in 2019 to a Prep - 6 average of 30% in 2020.</p> <p>To increase the percentage of students achieving beyond the expected level in Spelling, across all year levels, to achieve a Prep - 6 average of 35% in 2020 from the 2018 / 2019 average of 33%</p>
<ul style="list-style-type: none"> To continue to maintain and improve Numeracy learning. 	Yes	<p><u>Target:</u></p> <ul style="list-style-type: none"> To improve the percentage of students achieving beyond the expected level in numeracy at each year level. 	<p>To increase the percentage of students achieving beyond the expected level, in Number, to achieve a Prep - Year 6 average of 35% in 2020 from the 33.84% in 2019</p>
<ul style="list-style-type: none"> To maintain and improve teacher capacity to capture students' knowledge and skills to quantify their 	Yes	<p><u>Target:</u></p>	<p>To maintain or improve upon the percentage of children achieving above the expected level when comparing the</p>

<p>learning progress, and to identify next steps for each student.</p>		<ul style="list-style-type: none"> • To improve the consistency and accuracy of teacher judgements at and between year levels. • To develop closer correlation between teacher judgements and NAPLAN outcomes. 	<p>preceding and current cohort data.</p> <p>To achieve a 70% correlation between teacher judgement and NAPLAN</p> <p>To have the percentage of students in Year 3, assessed as achieving an A or B closely correlate to the percentage of students achieving at Band 5 and 6 in NAPLAN.</p> <p>To have the percentage of students in Year 5, assessed as achieving an A or B closely correlate to the percentage of students achieving at Bands 7 and 8 in NAPLAN.</p>
<ul style="list-style-type: none"> • To improve student agency and confidence in their learning. 	<p>Yes</p>	<p><u>Targets:</u></p> <ul style="list-style-type: none"> • To improve Learning Confidence to 85% positive response or better. • To improve Student Voice and Agency to 85% positive response or better. • To improve Teacher Concern to 85% positive response or better. 	<p>To improve upon the percentage scores on the Student Attitudes to School Survey as follows:</p> <ul style="list-style-type: none"> - To achieve a score of 85% or more for Learning Confidence in the 2020 Student Attitudes to School Survey - To achieve a score of 85% or more for Student Voice and Agency in the 2019 Student Attitudes to School Survey - To achieve a score of 85% Teacher Concern in the 2019 Student Attitudes to School Survey

<p>Goal 1</p>	<ul style="list-style-type: none"> • To improve literacy learning with a focus on Spelling and Speaking and Listening. The school will continue to embed current practice in the established programs—PALLs program, VCOP program and CAFÉ Daily 5 to ensure that new and
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	existing staff members continue to maintain and further improve proficiency in their knowledge and in the skills required to implement the programs.	
12 Month Target 1.1	To increase the percentage of students achieving beyond the expected level in Speaking and Listening, across all year levels, from a Prep - 6 average of 27.79% in 2019 to a Prep - 6 average of 30% in 2020. To increase the percentage of students achieving beyond the expected level in Spelling, across all year levels, to achieve a Prep - 6 average of 35% in 2020 from the 2018 / 2019 average of 33%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Continue to embed the literacy strategies of VCOP, CAFÉ, PALLs, Words Our Way spelling and THRASS with a focus on new staff and students. Develop the school's instructional model for Spelling. Develop assessment strategies for Speaking and Listening to clearly reflect progress and achievement of students. 	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.	Rationale for Goal 1 The school should continue to embed current practice in the established programs—PALLs program, VCOP program, CAFÉ Daily 5 and the Words Our Way spelling program to ensure that new staff members become proficient with the knowledge and skills required to implement the programs, and current staff to build upon their capacity and expertise to extend their understanding and proficiencies. Teachers will require the same level of structure around the curriculum for both Spelling and for Speaking and Listening as they have for Reading and Writing.	
Goal 2	<ul style="list-style-type: none"> To continue to maintain and improve Numeracy learning. 	
12 Month Target 2.1	To increase the percentage of students achieving beyond the expected level, in Number, to achieve a Prep - Year 6 average of 35% in 2020 from the 33.84% in 2019	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Develop and embed the school's instructional model in Mathematics. Ensure teachers expect all students to make at least 12 months growth in a school year, regardless of their starting point. 	Yes

	<ul style="list-style-type: none"> • Provide time in PLTs to build knowledge & understanding of the Mathematics curriculum. • Use multiple sources of data to compare student growth rates and evaluate the effectiveness of teaching strategies 	
<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>Rationale for Goal 2 In 2019, staff undertook professional development in Big Ideas in Number, facilitated by Di Siemen, and in “Top Ten Numeracy” resources with a facilitator, Anna Kapnoullas. Staff and students have responded positively to the “hands-on / real-life” experiences that the resources promoted. Across the school, staff highlighted the increasing consistency in termly planning and adherence to the school’s instructional model for mathematics; the whole/group/whole model. The school should continue to embed current practice in these established numeracy programs to ensure that new staff members become proficient with the knowledge and skills required to implement the programs, and current staff to build upon their capacity and expertise to extend their understanding and proficiencies.</p> <p>The data indicates that Numeracy outcomes are showing the anticipated improvement, commensurate with that made in English, over the strategic planning period. The level of commitment to developing consistency of program implementation, together with improvements in teacher learning and pedagogical knowledge is required to continue the improvements in Numeracy outcomes.</p>	
<p>Goal 3</p>	<ul style="list-style-type: none"> • To maintain and improve teacher capacity to capture students’ knowledge and skills to quantify their learning progress, and to identify next steps for each student. 	
<p>12 Month Target 3.1</p>	<p>To maintain or improve upon the percentage of children achieving above the expected level when comparing the preceding and current cohort data.</p> <p>To achieve a 70% correlation between teacher judgement and NAPLAN</p> <p>To have the percentage of students in Year 3, assessed as achieving an A or B closely correlate to the percentage of students achieving at Band 5 and 6 in NAPLAN.</p> <p>To have the percentage of students in Year 5, assessed as achieving an A or B closely correlate to the percentage of students achieving at Bands 7 and 8 in NAPLAN.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>

KIS 1 Building practice excellence	<ul style="list-style-type: none"> • Develop teacher skills in evaluative practice, and in monitoring that practice, in order to develop a deep understanding of the uses and purposes of assessment, which inform planning for student learning. • Develop deep understanding of the curriculum continuum and to accurately place students. 	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.	Rationale for Goal 3 When comparing the preceding and current cohort data, teacher judgement continues to show inconsistencies, particularly in the percentages of students achieving above the expected level. Although, teacher judgements against the Victorian Curriculum at Year 3 and at Year 5 are showing an increased correlation with the Year 3 and Year 5 NAPLAN data, teachers will need to continue to develop a deeper understanding of the curriculum continuum, at and above and below the year level, and develop consistency of teacher judgements through rigorous data analysis.	
Goal 4	<ul style="list-style-type: none"> • To improve student agency and confidence in their learning. 	
12 Month Target 4.1	To improve upon the percentage scores on the Student Attitudes to School Survey as follows: <ul style="list-style-type: none"> - To achieve a score of 85% or more for Learning Confidence in the 2020 Student Attitudes to School Survey - To achieve a score of 85% or more for Student Voice and Agency in the 2019 Student Attitudes to School Survey - To achieve a score of 85% Teacher Concern in the 2019 Student Attitudes to School Survey 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Students will gain confidence and improved agency through increased opportunities to negotiate their learning.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Rationale for Goal 4

This goal became a focus in the Annual Implementation Plan 2019 for the first time. Professional development introduced the High Impact Teaching Strategies [HITS] document to staff. HITS Strategy Number 1 "Goal Setting" highlighted the importance of explicit Learning Intentions and accompanying Success Criteria for lessons conducted. It was emphasised that students have input into the formation of the success criteria to facilitate ownership. Students who are intrinsically motivated, independent learners, and who can monitor their own progress and can identify their learning needs to their teacher, feel safe taking risks in their learning, challenge themselves and develop a sense of responsibility and ownership for how and what they learn.

Define Actions, Outcomes and Activities

Goal 1	<ul style="list-style-type: none"> To improve literacy learning with a focus on Spelling and Speaking and Listening. The school will continue to embed current practice in the established programs—PALLs program, VCOP program and CAFÉ Daily 5 to ensure that new and existing staff members continue to maintain and further improve proficiency in their knowledge and in the skills required to implement the programs.
12 Month Target 1.1	<p>To increase the percentage of students achieving beyond the expected level in Speaking and Listening, across all year levels, from a Prep - 6 average of 27.79% in 2019 to a Prep - 6 average of 30% in 2020.</p> <p>To increase the percentage of students achieving beyond the expected level in Spelling, across all year levels, to achieve a Prep - 6 average of 35% in 2020 from the 2018 / 2019 average of 33%</p>
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Continue to embed the literacy strategies of VCOP, CAFÉ, PALLs, Words Our Way spelling and THRASS with a focus on new staff and students. Develop the school's instructional model for Spelling. Develop assessment strategies for Speaking and Listening to clearly reflect progress and achievement of students.
Actions	<p>Continued development and implementation of “best practice” educational programs with targetted support to increase consistency of practice across Professional Learning Teams and the school.</p> <ul style="list-style-type: none"> - BIG 6 [oral language, phonological awareness, phonics, vocabulary, fluency, comprehension] - VCOP [Vocabulary, Connectives, Openers, Punctuation] and The Big Write - provide professional development on Writer's Workshop model - CAFÉ and The Daily Five - provide professional development on Reader's Workshop model - THRASS and Words Our Way spelling program - provide professional development to staff <p>Utilise the developed Scope and Sequence for spelling, based on the framework of the program "Words Our Way" and the three spelling cues incorporating visual, meaning and graphophonic to the Victorian Curriculum.</p> <p>Continue to utilise the developed Scope and Sequence for Speaking and Listening, aligning our assessment strategies which incorporates school developed rubrics, to accurately reflect student achievement in Speaking and Listening in the Victorian Curriculum.</p>

	<p>Continue to provide opportunities for English coordinator and Learning Specialists to observe the classroom practice of others with a focus on providing feedback regarding effective CAFÉ - Reader's Workshop and Writer's Workshop.</p> <p>Increase staffing to support the additional assistance program</p>
<p>Outcomes</p>	<p>- The implementation of “best practice” educational programs in literacy continue to be clearly demonstrated in program planning documentation, staff Performance and Development Plans and staff reflections as part of the Staff Performance and Development Reviews.</p> <ul style="list-style-type: none"> • The BIG Six • VCOP and Writer's Workshop • CAFÉ Daily Five and Reader's Workshop • Words Our Way Spelling - THRASS • Speaking and Listening <p>- Develop a consistency of practice approach for Leading Teachers and Learning Specialists to undertake classroom observations and written feedback. on effective literacy teaching strategies.</p> <p>- During the mid-year review process, all teachers reflect and articulate on the implementation of literacy teaching strategies in their classroom practice.</p> <p>- Improvement in student achievement outcomes.</p> <p>- Improvement in the Students Attitude to Schools survey, especially the “Learning Confidence” variable.</p>
<p>Success Indicators</p>	<p>Teacher curriculum planning documentation and assessment records will show greater consistency across Professional Learning Teams and will highlight the implementation of the key improvement strategies.</p> <p>Observation proformas will be completed both by the observed teacher and the leading teacher/learning specialist.</p> <p>School specific benchmarking schedule will be implemented bi-annually and the generated data will continue to inform the success of the key improvement strategies.</p> <p>NAPLAN data will inform the success of the key improvement strategies.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide staff with professional learning sessions on “best practice” educational programs throughout the year.	<input checked="" type="checkbox"/> Leading Teacher(s) <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
All classrooms to have VCOP, CAFÉ Daily 5 displays, spelling and resources clearly visible in classrooms by March.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
PALL, VCOP, CAFÉ, Words Our Way spelling and, Speaking and Listening implementation to be placed on all Professional Learning Team [PLT] agendas on a fortnightly basis. Minutes of PLT meetings to be accessed by School Improvement Team members. Successive summaries to be presented by English Leader at School Improvement Team meetings.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The implementation of “best practice” educational programs implemented by the school to be clearly demonstrated in staff Performance and Development Plans and program planning documentation.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Progress towards targets demonstrated through student achievement data Prep – Year 6 as measured by the percentage of students achieving at or above the expected levels for Writing, Reading, Spelling and Speaking and Listening at semester 1 and semester 2.	<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
Regularly timetabled sessions for English leader and learning specialists to observe the classroom practice of others with a focus	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$61,500.00

on providing feedback regarding effective Reader's Workshop and Writer's Worskshop.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Increase staffing to support the additional assistance program	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	<ul style="list-style-type: none"> To continue to maintain and improve Numeracy learning. 			
12 Month Target 2.1	To increase the percentage of students achieving beyond the expected level, in Number, to achieve a Prep - Year 6 average of 35% in 2020 from the 33.84% in 2019			
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Develop and embed the school's instructional model in Mathematics. Ensure teachers expect all students to make at least 12 months growth in a school year, regardless of their starting point. Provide time in PLTs to build knowledge & understanding of the Mathematics curriculum. Use multiple sources of data to compare student growth rates and evaluate the effectiveness of teaching strategies 			
Actions	<p>Continued development and implementation of "best practice" educational programs with targetted support to increase consistency of practice across Professional Learning Teams and the school delivered through scheduled sessions within the 2020 Staff Meeting/Professional Development schedule</p> <ul style="list-style-type: none"> - Big Ideas in Number [Trusting the Count, Place Value, Multiplicative Thinking, Proportional Reasoning, Generalising] and visual strategies. - Continue to administer Mathletics, MathSeeds and Australian Maths Trust resources - Top Ten Numeracy resources <p>Utilise the developed Scope and Sequence for the Four Processes, aligned to the Victorian Curriculum.</p> <p>Continue to analyse maths data biannually to inform teaching and learning program in mathematics. Ensure planning within Professional Learning Teams is using data to inform targetted differentiation of teaching content and that the content is reflective of the needs of those students achieving above the expected level</p>			
Outcomes	- The implementation of "best practice" educational programs in numeracy to be clearly demonstrated in program planning documentation, staff Performance and Development Plans and staff reflections as part of the Staff Performance and Development			

	<p>Reviews.</p> <ul style="list-style-type: none"> - During the mid-year review processes all teachers reflect and articulate on the implementation of numeracy teaching strategies in their classroom practice. - Improvement in student achievement outcomes; particularly in the number of students achieving at or above the expected levels in Number and Algebra - Improvement in the Students Attitude to Schools survey, especially the "Learning Confidence" variables. 			
Success Indicators	<p>Teacher curriculum planning documentation and assessment records will highlight the implementation of the key improvement strategies.</p> <p>School specific benchmarking schedule will be implemented bi-annually and the generated data will inform the success of the key improvement strategies.</p> <p>NAPLAN data will inform the success of the key improvement strategies.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continued development and implementation of "best practice" educational programs with targetted support to increase consistency of practice across Professional Learning Teams and the school delivered through scheduled sessions within the 2020 Staff Meeting/Professional Development schedule.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <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
Utilise the developed Scope and Sequence for the Four Processes, aligned to the Victorian Curriculum.	<input checked="" type="checkbox"/> PLT Leaders <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
Analyse maths data biannually to inform teaching and learning program in mathematics. Ensure planning within Professional Learning Teams is using data to inform targetted differentiation of	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

teaching content and that the content is reflective of the needs of those students achieving above the expected level	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Increase staffing to support the additional assistance program	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input type="checkbox"/> Equity funding will be used
Numeracy implementation to be placed on all Professional Learning Team [PLT] agendas on a fortnightly basis. Minutes of PLT meetings to be accessed by School Improvement Team members. Successive summaries to be presented by Mathematics coordinator at School Improvement Team meetings.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Progress towards targets demonstrated through student achievement data Prep – Year 6 as measured by the percentage of students achieving at or above the expected levels for Numeracy in semester 1 and semester 2.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	<ul style="list-style-type: none"> To maintain and improve teacher capacity to capture students' knowledge and skills to quantify their learning progress, and to identify next steps for each student. 			
12 Month Target 3.1	<p>To maintain or improve upon the percentage of children achieving above the expected level when comparing the preceding and current cohort data.</p> <p>To achieve a 70% correlation between teacher judgement and NAPLAN</p> <p>To have the percentage of students in Year 3, assessed as achieving an A or B closely correlate to the percentage of students achieving at Band 5 and 6 in NAPLAN.</p> <p>To have the percentage of students in Year 5, assessed as achieving an A or B closely correlate to the percentage of students achieving at Bands 7 and 8 in NAPLAN.</p>			

KIS 1 Building practice excellence	<ul style="list-style-type: none"> • Develop teacher skills in evaluative practice, and in monitoring that practice, in order to develop a deep understanding of the uses and purposes of assessment, which inform planning for student learning. • Develop deep understanding of the curriculum continuum and to accurately place students.
Actions	<ul style="list-style-type: none"> - Provide professional development of staff to increase familiarity and confidence in curriculum content in preceding years and successive years to the year they are currently teaching. - Ensure triangulation of assessment data is used to inform literacy and numeracy teaching and learning practices, and to establish intervention strategies for students below and above expected levels. - Implementation of HITS Strategy 10 "Differentiated Learning". Differentiation of curriculum to address the learning, identified through assessment, of students. - Implementation of biannual benchmarking schedule - Increase staffing to support the additional assistance program
Outcomes	<ul style="list-style-type: none"> - All teachers have increased confidence of the standards and progression points and can accurately map students' progress in all relevant domains - Embedded confidence/expertise in data interpretation and utilisation demonstrated mid and end of year reviews - All staff regularly using moderation practices to ensure consistency in assessment. Ensure moderation occurs across Professional Learning Teams - Differentiation within classroom program documentation clearly addresses the learning needs of identified students - Improved correlation between teacher judgements and NAPLAN results at Years 3 and 5. - During the end-year review process all teachers reflect and articulate in-depth self-assessment of the AITSL Standard 2: Know the Content and How to Teach It. - Examples of staff reflections in end-of-year Performance and Development Plans. Classroom teachers highlight the impact of the

	<p>programs during staff mid-year reviews. Staff provide measurable evidence through the presentation of student work samples reflective of each differentiated group within their classrooms. Writing samples presented will have been assessed using the writing criteria with progression points allocated.</p>			
Success Indicators	<p>Teacher curriculum planning documentation and assessment records will highlight the implementation of the key improvement strategies.</p> <p>School specific benchmarking schedule will be implemented bi-annually and the generated data will inform the success of the key improvement strategies.</p> <p>NAPLAN data will inform the success of the key improvement strategies.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff professional development on data analysis upon presentation of rolled over data from the previous year.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff professional development on the implementation of HITS Strategy 10 "Differentiated Learning".	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff regularly using moderation practices to ensure consistency in analysis of assessments.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of biannual benchmarking schedule with outcomes triangulated with additional assessments which will also be inclusive of student application and achievement of daily activities.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Classroom teachers highlight the impact of the programs during staff mid-year reviews. Staff provide measurable evidence through the presentation of student work samples reflective of each differentiated group within their classrooms. Writing samples presented will have been assessed using the writing criteria with progression points allocated.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	• To improve student agency and confidence in their learning.			
12 Month Target 4.1	To improve upon the percentage scores on the Student Attitudes to School Survey as follows: - To achieve a score of 85% or more for Learning Confidence in the 2020 Student Attitudes to School Survey - To achieve a score of 85% or more for Student Voice and Agency in the 2019 Student Attitudes to School Survey - To achieve a score of 85% Teacher Concern in the 2019 Student Attitudes to School Survey			
KIS 1 Empowering students and building school pride	Students will gain confidence and improved agency through increased opportunities to negotiate their learning.			
Actions	Continue to utilise the Department of Education and Training's resource "Amplify" to familiarise staff with the definition of Student Voice and Agency, in liaison with High Impact Teaching Strategy 1 "Goal Setting" with the focus on Learning Intentions and Success Criteria. Students will form their own learning goals in literacy and numeracy in collaboration with their teacher Continue to maintain our current student wellbeing procedures which are inclusive of the social/emotional programs encompassed within BeYou framework with a focus on the Domain: Building Resilient Learners			
Outcomes	- All classrooms to clearly display and convey to the students the intended learning outcomes and success criteria for learning			

	<p>- All students to be able to articulate their learning goals and the strategies required to attain them, and to have them displayed in a written format .</p> <p>- Classroom teachers highlight the impact of Student Voice and Agency during staff mid-year reviews. Staff provide evidence acquired through the presentation of student work samples reflective of student goal achievement within their classrooms.</p>			
Success Indicators	<p>To improve upon the percentage scores on the Student Attitudes to School Survey as follows:</p> <ul style="list-style-type: none"> - To achieve a score of 85% or more for Learning Confidence in the 2020 Student Attitudes to School Survey - To achieve a score of 85% or more for Student Voice and Agency in the 2020 Student Attitudes to School Survey - To achieve a score of 85% Teacher Concern in the 2020 Student Attitudes to School Survey 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All classrooms to clearly display and convey to the students the intended learning outcomes and success criteria for learning	<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
Students will form their own learning goals in literacy and numeracy in collaboration with their teacher	<input checked="" type="checkbox"/> Student(s) <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
Continue to maintain our current student wellbeing procedures which are inclusive of the the social/emotional programs encompassed within BeYou framework with a focus on the Domain: Building Resilient Learners.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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	\$100,000.00	\$100,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$100,000.00	\$100,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Increase staffing to support the additional assistance program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$100,000.00	\$100,000.00
Totals			\$100,000.00	\$100,000.00

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
Provide staff with professional learning sessions on “best practice” educational programs throughout the year.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All classrooms to have VCOP, CAFÉ Daily 5 displays, spelling and resources clearly visible in classrooms by March.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PALL, VCOP, CAFÉ, Words Our Way spelling and, Speaking and Listening implementation to be placed on all Professional Learning Team [PLT] agendas on a fortnightly basis. Minutes of PLT meetings to be accessed by School Improvement Team members. Successive summaries to be presented by English Leader at School Improvement Team meetings.	<input checked="" type="checkbox"/> PLT Leaders	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
The implementation of “best practice” educational programs implemented by the	<input checked="" type="checkbox"/> All Staff	from: Term 2	<input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

school to be clearly demonstrated in staff Performance and Development Plans and program planning documentation.		to: Term 4			<input checked="" type="checkbox"/> Literacy Leaders	
Progress towards targets demonstrated through student achievement data Prep – Year 6 as measured by the percentage of students achieving at or above the expected levels for Writing, Reading, Spelling and Speaking and Listening at semester 1 and semester 2.	<input checked="" type="checkbox"/> Teacher(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"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Regularly timetabled sessions for English leader and learning specialists to observe the classroom practice of others with a focus on providing feedback regarding effective Reader's Workshop and Writer's Workshop.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Increase staffing to support the additional assistance program	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continued development and implementation of "best practice" educational programs with targeted	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

support to increase consistency of practice across Professional Learning Teams and the school delivered through scheduled sessions within the 2020 Staff Meeting/Professional Development schedule.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4		<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Utilise the developed Scope and Sequence for the Four Processes, aligned to the Victorian Curriculum.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Analyse maths data biannually to inform teaching and learning program in mathematics. Ensure planning within Professional Learning Teams is using data to inform targetted differentiation of teaching content and that the content is reflective of the needs of those students achieving above the expected level	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Increase staffing to support the additional assistance program	<input checked="" type="checkbox"/> Principal	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"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Numeracy implementation to be placed on all Professional Learning Team [PLT] agendas on a fortnightly	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

basis. Minutes of PLT meetings to be accessed by School Improvement Team members. Successive summaries to be presented by Mathematics coordinator at School Improvement Team meetings.		to: Term 4				
Progress towards targets demonstrated through student achievement data Prep – Year 6 as measured by the percentage of students achieving at or above the expected levels for Numeracy in semester 1 and semester 2.	<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"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Staff professional development on data analysis upon presentation of rolled over data from the previous year.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Staff professional development on the implementation of HITS Strategy 10 "Differentiated Learning".	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
All staff regularly using moderation practices to	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

ensure consistency in analysis of assessments.		to: Term 4				
Implementation of biannual benchmarking schedule with outcomes triangulated with additional assessments which will also be inclusive of student application and achievement of daily activities.	☑ Teacher(s)	from: Term 2 to: Term 4	☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Classroom teachers highlight the impact of the programs during staff mid-year reviews. Staff provide measurable evidence through the presentation of student work samples reflective of each differentiated group within their classrooms. Writing samples presented will have been assessed using the writing criteria with progression points allocated.	☑ Teacher(s)	from: Term 2 to: Term 4	☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
All classrooms to clearly display and convey to the students the intended learning outcomes and success criteria for learning	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Students will form their own learning goals in literacy and numeracy in collaboration with their teacher	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site

<p>Continue to maintain our current student wellbeing procedures which are inclusive of the the social/emotional programs encompassed within BeYou framework with a focus on the Domain: Building Resilient Learners.</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p>from: Term 1 to: Term 1</p>	<p><input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</p>	<p><input checked="" type="checkbox"/> On-site</p>
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