**2020 Annual Implementation Plan**

Submitted for review by Timothy Warwick (School Principal) on 02 February, 2020 at 01:22 PM  
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 27 February, 2020 at 03:30 PM  
Endorsed by Di Tripoli (School Council President) on 27 March, 2020 at 12:01 PM

**for improving student outcomes**

Gowrie Street Primary School Shepparton (4657)



**Self-evaluation Summary - 2020**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **Professional leadership** |  | Building leadership teams | Embedding |
|  | Instructional and shared leadership | Embedding |
|  | Strategic resource management | Embedding |
|  | Vision, values and culture | Embedding |

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| **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 moving towards Embedding |
|  | Intellectual engagement and self-awareness | Evolving moving towards Embedding |

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

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| **Enter your reflective comments** | Our School Improvement Team's review of our FISO self-evaluation has revealed some very promising improvements in the performance of our school. Our professional leadership ratings have improved significantly across the year. Key actions here have been the appointment of a second Assistant Principal, a stronger emphasis on collaborative planning and the leadership of our AP Teaching & Learning of this, significant efforts to align the AIP, roles and budget, much greater distributed leadership across a number of roles, and finally the implementation of a whole-school School Improvement Cycle.   The strong role played by our Assistant Principal - Teaching and Learning has bee reflected through our Excellence in Teaching & Learning results also. Improvements have been achieved across a range of areas, including the strength of the professional learning offered staff, the documentation of our curriculum program, and also its consistent implementation. |
| **Considerations for 2020** | Based on our leaders presentations and considered of the FISO self-evaluation, a number of important considerations have been identified for 2020:  - the importance and centrality of maintaining our strong focus upon school improvement, including our plans for aligning our school improvement cycle with our assessment and planning cycle. This will allow an extremely clear link between our school improvement plans and student data. - further strengthening our PDP process through focus upon case management  - making learning walks part of all teachers practice as part of our school improvement cycle. - creating a much broader range of opportunities for student leadership, including developing clear student leader role descriptions. - building pride of all stakeholders in our school - helpfully this is one of our new school values for 2020. - we have managed to achieve a more calm and orderly learning environment. Now we must do the work of ensuring the necessary practices and processes are consistently in place so this work can be embedded.  - we have achieved extremely strong results when it comes to the development of our teaching & learning practices - it is now time for this work to mature and to become embedded, rather than for it to change. -this self-evaluation stressed the importance of having high expectations with families, especially around attendance. These are a strong priority for us in 2020. - it also stressed the significance of our refreshed work with our community hub that we have planned for 2020 - this poses a significant opportunity in terms of engaging parents and establishing really strong partnerships. - finally, an ongoing focus of strengthening communication with home is necessary. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **Goal 1** | To maximise learning growth for all students in literacy F to 6. |
| Target 1.1 | * By 2022 the percentage achieving medium to high relative learning growth on NAPLAN reading to increase from 61% to 75% or higher. * By 2022 the percentage achieving medium to high relative learning growth on NAPLAN writing to increase from 64% to 75% or higher. |
| Target 1.2 | * By 2022 the percentage achieving in the top two NAPLAN bands to improve from the 2017 benchmark:   + Year 3 reading from 13% to 25%   + Year 5 reading from 5% to 15%   + Year 3 writing from 13% to 25%   + Year 5 writing from 2% to 8% |
| Target 1.3 | * By 2022 the percentage of positive responses on the School Staff Survey for the following factors to improve:   + Collective efficacy from 32% to 75%   + Academic emphasis from 36% to 75%. |
| Key Improvement Strategy 1.a Building leadership teams | Build leadership capacity to lead school literacy improvement through distributed instructional leadership and data-driven strategic planning and resource management. (BLT) |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs. (CPA) |
| Key Improvement Strategy 1.c Building practice excellence | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) |
| Key Improvement Strategy 1.d Intellectual engagement and self-awareness | Action Plan to accelerate improvement |
| **Goal 2** | To build student engagement in an orderly and safe learning environment. |
| Target 2.1 | By 2022 improve the percentage of positive responses on the Attitudes to School Survey (Years 4-6) for the following factors:   * Sense of connectedness from 62% to 80% * Student voice and agency from 58% to 80% * Effective classroom behaviour from 62% to 80% * Managing bullying from 63% to 80% |
| Target 2.2 | By 2022 reduce the average days absent per student F-6 from 26.46 days to 18 days. (Nb. Average absence 2014-16 was 23 days) |
| Target 2.3 | By 2022 improve the percentage of positive responses on the Parent Opinion Survey for promoting positive behaviour from 52% to 75%. |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Embed an orderly learning environment with agreed, documented high expectations for learning and student behaviour management with staff, students and parents. |
| Key Improvement Strategy 2.b Setting expectations and promoting inclusion | Build high expectations and strategies for regular attendance and punctuality. |
| Key Improvement Strategy 2.c Empowering students and building school pride | Harness student voice and agency to develop a rich, purposeful and engaging curriculum. |
| **Goal 3** | To maximise learning growth for all students in Numeracy F-6. |
| Target 3.1 | * By 2022 the percentage achieving in the top two NAPLAN bands to improve:   + Year 3 numeracy from 13% to 25%   + Year 5 numeracy from 8% to 16%. |
| Target 3.2 | By 2022 the percentage achieving medium to high relative learning growth on NAPLAN numeracy to increase from 69% to 75% or higher. |
| Target 3.3 | * By 2022 the percentage of positive responses on the School Staff Survey for the following factors to improve:   + Collective efficacy from 32% to 75%   + Academic emphasis from 36% to 75%. |
| Key Improvement Strategy 3.a Building leadership teams | Build leadership capacity to lead school numeracy improvement through distributed instructional leadership and data-driven strategic planning and resource management. (BLT) |
| Key Improvement Strategy 3.b Curriculum planning and assessment | Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs. (CPA) |
| Key Improvement Strategy 3.c Building practice excellence | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise learning growth for all students in literacy F to 6. | Yes | * By 2022 the percentage achieving medium to high relative learning growth on NAPLAN reading to increase from 61% to 75% or higher. * By 2022 the percentage achieving medium to high relative learning growth on NAPLAN writing to increase from 64% to 75% or higher. | Reading - % of students meeting or above benchmark growth will increase from 57% (2019) to 65% (2020).   Writing - % of students meeting or above benchmark growth will increase from 46.7% (2019) to 60% (2020). |
| * By 2022 the percentage achieving in the top two NAPLAN bands to improve from the 2017 benchmark:   + Year 3 reading from 13% to 25%   + Year 5 reading from 5% to 15%   + Year 3 writing from 13% to 25%   + Year 5 writing from 2% to 8% | Grade 3 Reading - 22% (2019) to 25% (2020) Grade 5 Reading - 10% (2019) t0 13% (2020) Grade 3 Writing - 17% (2019) to 20% (2020) Grade 5 Writing - 0% (2019) to 4% (2020) |
| * By 2022 the percentage of positive responses on the School Staff Survey for the following factors to improve:   + Collective efficacy from 32% to 75%   + Academic emphasis from 36% to 75%. | Collective efficacy from 43% to 56% Academic emphasis from 48% to 60% |
| To build student engagement in an orderly and safe learning environment. | Yes | By 2022 improve the percentage of positive responses on the Attitudes to School Survey (Years 4-6) for the following factors:   * Sense of connectedness from 62% to 80% * Student voice and agency from 58% to 80% * Effective classroom behaviour from 62% to 80% * Managing bullying from 63% to 80% | Sense of connectedness from 71% (2019) to 75% (2020) Student voice and agency from 60% (2019) to 70% (2020) Effective classroom behaviour from 68% to 72% Managing bullying from 68% to 72% |
| By 2022 reduce the average days absent per student F-6 from 26.46 days to 18 days. (Nb. Average absence 2014-16 was 23 days) | Reduce the average days absent per student F-6 from 35.2 days to 30 days. |
| By 2022 improve the percentage of positive responses on the Parent Opinion Survey for promoting positive behaviour from 52% to 75%. | By 2020 improve the percentage of positive responses on the Parent Opinion Survey for promoting positive behaviour from 73% (2019) to 80% (2020). |
| To maximise learning growth for all students in Numeracy F-6. | Yes | * By 2022 the percentage achieving in the top two NAPLAN bands to improve:   + Year 3 numeracy from 13% to 25%   + Year 5 numeracy from 8% to 16%. | Grade 3 Numeracy - 10% (2019) to 15% (2020) Grade 5 Numeracy - 10% (2019) t0 13% (2020) |
| By 2022 the percentage achieving medium to high relative learning growth on NAPLAN numeracy to increase from 69% to 75% or higher. | % of students meeting or above benchmark growth will increase from 60.7% (2019) to 70% (2020). |
| * By 2022 the percentage of positive responses on the School Staff Survey for the following factors to improve:   + Collective efficacy from 32% to 75%   + Academic emphasis from 36% to 75%. | Collective efficacy from 43% to 56% Academic emphasis from 48% to 60% |

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| **Goal 1** | To maximise learning growth for all students in literacy F to 6. | |
| 12 Month Target 1.1 | Reading - % of students meeting or above benchmark growth will increase from 57% (2019) to 65% (2020).   Writing - % of students meeting or above benchmark growth will increase from 46.7% (2019) to 60% (2020). | |
| 12 Month Target 1.2 | Grade 3 Reading - 22% (2019) to 25% (2020) Grade 5 Reading - 10% (2019) t0 13% (2020) Grade 3 Writing - 17% (2019) to 20% (2020) Grade 5 Writing - 0% (2019) to 4% (2020) | |
| 12 Month Target 1.3 | Collective efficacy from 43% to 56% Academic emphasis from 48% to 60% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building leadership teams | Build leadership capacity to lead school literacy improvement through distributed instructional leadership and data-driven strategic planning and resource management. (BLT) | No |
| **KIS 2**  Curriculum planning and assessment | Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs. (CPA) | Yes |
| **KIS 3**  Building practice excellence | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) | Yes |
| **KIS 4**  Intellectual engagement and self-awareness | Action Plan to accelerate improvement | 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. | As identified through the self-evaluation, one of the key next steps of our work is to connect our collaborative planning along with our school improvement planning to an assessment cycle based on 5 weeks. We have done a lot of work on building understanding of certain assessments (Fountas and Pinnell, NFA, MOI) in 2019 that will assist this. Focusing on this KIS will increase teacher responsibility for each of their students and their learning. It will keep the focus on not only constant improvement in teacher practice, but also in student outcomes. This will be reinforced through a case management approach to PDPs, which will be seen within the AIP. We believe such a focus is key to continuing to improve our collective efficacy and academic emphasis survey results, and in turn student outcomes.   The third KSC has been chosen to reflect our focus on building our teachers' understanding and practice when it comes to interventions and oral language. Given our school context and levels of student achievement, both of these things are very important to our school. | |
| **Goal 2** | To build student engagement in an orderly and safe learning environment. | |
| 12 Month Target 2.1 | Sense of connectedness from 71% (2019) to 75% (2020) Student voice and agency from 60% (2019) to 70% (2020) Effective classroom behaviour from 68% to 72% Managing bullying from 68% to 72% | |
| 12 Month Target 2.2 | Reduce the average days absent per student F-6 from 35.2 days to 30 days. | |
| 12 Month Target 2.3 | By 2020 improve the percentage of positive responses on the Parent Opinion Survey for promoting positive behaviour from 73% (2019) to 80% (2020). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Embed an orderly learning environment with agreed, documented high expectations for learning and student behaviour management with staff, students and parents. | Yes |
| **KIS 2**  Setting expectations and promoting inclusion | Build high expectations and strategies for regular attendance and punctuality. | Yes |
| **KIS 3**  Empowering students and building school pride | Harness student voice and agency to develop a rich, purposeful and engaging curriculum. | 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. | All of these KIS are the work to be done when it comes to establishing the necessary school climate/culture - as has been referenced earlier within the AIP, it is the reflection and belief of our SIT that we need to get this culture right before we will see the improvement in student outcomes that we are aiming for. Strong steps were taken in 2019 towards a more orderly learning environment - it is now a matter of embedding this through really clear and consistently applied processes. It is also now time to give over more say (voice, agency, leadership) to our students to build a school culture they are proud of - this is exciting work for 2020.   It is critical that attendance remains a key focus. Our attendance results have worsened (from a 33 day average absent in 2018 to at least 35 in 2019). This is despite considerable, focused efforts. Our SIT has done considerable thinking about further work to be done here, which you will see reflected throughout this AIP. If students are not present, they cannot learn. And irregular attenders have a significant impact on school culture when they do attend. It is important we address both. | |
| **Goal 3** | To maximise learning growth for all students in Numeracy F-6. | |
| 12 Month Target 3.1 | Grade 3 Numeracy - 10% (2019) to 15% (2020) Grade 5 Numeracy - 10% (2019) t0 13% (2020) | |
| 12 Month Target 3.2 | % of students meeting or above benchmark growth will increase from 60.7% (2019) to 70% (2020). | |
| 12 Month Target 3.3 | Collective efficacy from 43% to 56% Academic emphasis from 48% to 60% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building leadership teams | Build leadership capacity to lead school numeracy improvement through distributed instructional leadership and data-driven strategic planning and resource management. (BLT) | No |
| **KIS 2**  Curriculum planning and assessment | Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs. (CPA) | No |
| **KIS 3**  Building practice excellence | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) | 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. | While it will be important that our teachers use strong assessments to inform their planning here (KIS 2), we have selected KIS 3 because it is a critical focus for us for our teacher's understanding of high impact pedagogy and content knowledge in mathematics to continue to build. In 2019 we commenced engagement with a numeracy consultant, Carmel O'Beirne, which will continue in 2020. Carmel and our curriculum leadership have formed an excellent partnership, that is prioritising building very strong content knowledge and then pedagogical knowledge in mathematics, rather than being program based. This is seeing us much more effectively fill up gaps in students learning and then pushing them forward. We are excited for this work to continue in 2020. | |

**Define Actions, Outcomes and Activities**

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| **Goal 1** | To maximise learning growth for all students in literacy F to 6. | | | | |
| 12 Month Target 1.1 | Reading - % of students meeting or above benchmark growth will increase from 57% (2019) to 65% (2020).   Writing - % of students meeting or above benchmark growth will increase from 46.7% (2019) to 60% (2020). | | | | |
| 12 Month Target 1.2 | Grade 3 Reading - 22% (2019) to 25% (2020) Grade 5 Reading - 10% (2019) t0 13% (2020) Grade 3 Writing - 17% (2019) to 20% (2020) Grade 5 Writing - 0% (2019) to 4% (2020) | | | | |
| 12 Month Target 1.3 | Collective efficacy from 43% to 56% Academic emphasis from 48% to 60% | | | | |
| KIS 1 Curriculum planning and assessment | Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs. (CPA) | | | | |
| **Actions** | Establish a 5-week Assessment, Planning and Improvement Cycle (Reading & Writing) Establish a PDP process focused upon case management of students 12 months above and below level (Reading & Writing) Support students to regularly set goals, monitor and celebrate their progress and establish clear links with their Hopes & Dreams Plans.(Reading & Writing)  Enhance and extend the Reader’s Workshop Develop and document a Gowrie St approach to comprehensive early reading instruction Increase participation in home reading Strengthen the Writer’s Workshop Build a community of writers that extends beyond the school including establishing the Gowrie St Writer’s Festival Increase collaboration with Kinder on early literacy skills and oral language development | | | | |
| **Outcomes** | Leaders will: Establish and implement a 5-Week Assessment, Planning & Improvement Cycle  Establish and implement PDP Case Management process  Provide differentiated professional learning based on classroom observations, student progress and teachers need Provide time and support for teachers to undertake PLC inquiry cycles to address student needs in reading and writing  Raise awareness in our community about the importance of reading at home Provide teachers with examples of high quality children’s literature including running book clubs Provide time for junior teachers to undertake English Online Interview  Provide support to the planning and documentation of approach to early reading instruction Connect with our community to bring student writing to them and open our school to show them the writing process in action Provide teachers with support to make connections with wider audiences for student writing Provide time for teachers to work collaboratively to identify good writing  Teachers will: Participate in 5-Week Assessment, Planning and Improvement Cycle  Participate in PDP Case Management process  Participate in PLC inquiry cycles for reading and writing  Have up to date reading assessments of student progress to analyse every 5 weeks Explicitly teach ways to respond to reading in Readers Notebook Moderate Reader’s Notebooks to assess student thinking Be able to recommend high quality literature to their students Explicitly teach the importance of and monitor home reading Establish classroom library routines that include explicitly teaching students how to maintain them Levels F-2- Conduct EOI Participate in planning and documenting approach to early reading instruction Participate in observation and feedback cycles focussing on goal setting and feedback and undertake PL to develop in this area Create units of work based on analysis of student writing Create units of work that provide purposeful writing opportunities for students to access wider audiences | | | | |
| **Success Indicators** | Increased home reading (Currently 18% of students read 4-5 nights per week - 2020 goal is 50% of students reading 4-5 nights per week) All case managed students achieving target growth each term and annually  100% of students having up to date reading and writing goals   Additional Staff Survey Indicators -  Professional learning through peer observation - 27% (2019) to 50% (2020)  Additional Student Survey Indicators - ‘I usually pay attention in class’ - 68% (2019) to 75% (2020) ‘I enjoy doing my work in class’ - 67% (2019) to 75% (2020)  Staff will make positive communications with families on 10 occasions per week by Term Four | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Document the 5-week Assessment, Planning & Improvement cycle, including expectations and roles | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Establish a planning and meeting schedule to support the cycle | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Each cycle, document the whole school and individual teachers’ improvement cycles (including the target student) and refer to regularly | | 🗹 Assistant Principal  🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish process for leaders and teachers regularly participating in Learning Walks to monitor cycle | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Implement 5-Week Assessment, Planning & Improvement Cycles | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Document the case management process | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Provide professional learning to staff on the case management process | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Establish a meeting schedule to monitor case management progress | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement case management process | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish expectations around student goal setting | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Provide professional learning to staff on monitoring and celebrating student goal setting progress | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Five week units of study with built in common assessment tasks against Success Criteria | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Use PLC inquiry to monitor and improve reading improvement | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Map out five week assessment cycle based on Fountas and Pinnell | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Reader’s Notebook Checklist for each level | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Plan for read alouds of rich literature across the curriculum | | 🗹 Assistant Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Run lunch time bookclubs/learning club for reading and writing | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $485.00  🗹 Equity funding will be used |
| Refine classroom libraries including having students selecting, sorting and maintaining | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Opening school library beginning of the day and lunchtimes to support extra reading | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan for explicit teaching of ways to respond to reading using Reader’s Notebook | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Run parent information sessions about home reading | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Send home reading data to parents | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop and implement reward system for home reading including parent awards | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Create team to plan and document guaranteed approach to early reading instruction | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan five week units of study built around the Six + 1Traits | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish five week assessment cycle based on Six + 1Traits linked to units of study | | 🗹 Assistant Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Use PLCs to undertake inquiry for student progress against outcome measures of Vic Curriculum and 6+1 Traits | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Create checklist documentation for assessing Writer’s Notebooks including expectations of work output | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan for and conduct Gowrie Street Writers Festival for Term 3 | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 3 | $3,000.00  🗹 Equity funding will be used |
| Work with Lighthouse to facilitate connections within wider community to provide opportunities for students to write for a range of purposes | | 🗹 Assistant Principal  🗹 Year Level Co-ordinator(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Create ‘pop up’ PL that teachers can self select from or be directed as a result of observations | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Increase teacher knowledge of the writing conference through peer observation teams of filmed conferences | | 🗹 Assistant Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan for and explicitly teach active student voice during writing and how to have a writing life | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Collective efficacy - Linking our school improvement plan to clear targets - having very prominent visuals of these being met | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Collective efficacy - In Weeks 4 and 8 teachers will participate in learning walks for 15 minutes during their PLCs, focusing on successes with the School Improvement Plan | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Collective efficacy - Really strong IEPs for every student so they have clear goals and teachers can see progress for all students | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Principal  🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Collective efficacy - Professional learning focused on the admiring lens (Geri and Elise both completing LDAP) | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Collective efficacy - Professional learning with all staff regarding strengths-based approaches towards families (including professional reading of Mariam’s report) | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Collective efficacy - Regular positive check ins about successes with students | | 🗹 Leadership Partners (DSSI)  🗹 Leadership Team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Academic emphasis - Explicitly teaching students about pride in their learning and pride in the learning of others through SWPBS Lessons | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Academic emphasis - Regular brain storms of our pride in our students - including a pride wall in the office | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Foundation and Kinder staff to participate together on early literacy and oral language professional learning | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Regular planning sessions to be held following professional learning with Foundation and Kinder staff | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish a schedule of regular joint learning activities for Kinder and Foundation students | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish agreed expectations with teachers about the work to be completed both inside and outside of PLC | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| KIS 2 Building practice excellence | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) | | | | |
| **Actions** | ORAL LANGUAGE: Collaborative planning of oral language units with teaching staff. Increasing student choice and agency in oral language program. Increasing explicit teaching of speaking & listening curriculum with HITS in Oral Language Sessions: Lesson intention, success criteria, mini lessons, small groups, checklist of data taken feedback.  Improve assessment practices to enable monitoring of student progress, and establish base line data in order to determine successes.   INTERVENTION: • Implement quality data driven literacy interventions. • Collaborate on assessment practices to enable monitoring of student progress, and establish base line data in order to determine successes and inform individual learning needs. • Build capacity for sharing results and feedback cycles with all applicable teachers. • To expand teaching practices in literacy interventions. | | | | |
| **Outcomes** | ORAL LANGUAGE: Leaders will:  Collaborative planning of oral language units with teaching staff. · Increasing student choice and agency in oral language program. · Increasing explicit teaching of speaking & listening curriculum with HITS in Oral Language Sessions: Lesson intention, success criteria, mini lessons, small groups, checklist of data taken feedback.  · Improve assessment practices to enable monitoring of student progress, and establish base line data in order to determine successes.  Teachers will: Establish and model routines for the using the Oral Language Centres. Implement the collaborated and prepared lessons to use the HITS Learning Intentions, success criteria, Mini-lessons, small groups, checklist of data taken feedback of observed oral language use. Teach goal setting, (Lorna) in regards to participation in the lesson, e.g. Last time I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This time I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Determine student formative and summative data taken to inform individual learning needs.  INTERVENTION: Leaders will: Establish high expectations and routines of learning and engagement in intervention lessons. Provide supports with implementation of intervention within the classroom. Build capacity in sharing results and feedback cycles. Establish base data in order to establish eligibility for interventions, learning strengths and monitor success. (Clay’s Oral Language Survey, etc.).  Teachers will: Establish and model routines for interventions. Implement intervention practices within Literacy classroom. Share results and feedback with applicable teachers. Determine student formative and summative data taken to inform individual learning needs. | | | | |
| **Success Indicators** | Oral Language centres: To maximise learning growth (oral language) for all students in Foundation to Two - based on Clay Oral Language Survey and Fountas & Pinnell benchmarking   Intervention: • To maximise learning growth (Literacy Interventions) for all students in Foundation to two. (Fountas and Pinnell levels)  • To capitalise on assessment practices to enable monitoring of student progress, and establish base line data in order to determine successes and inform individual learning needs. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Establish collaborative planning of oral language units with teaching staff. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| Plan and implement explicit teaching of speaking & listening curriculum, including updating planning documentation. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement the collaborated and prepared lessons to use the HITS Learning Intentions, success criteria, Mini-lessons, small groups, checklist of data taken feedback of observed oral language use | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Build capacity in goal setting and feedback cycles, through professional learning and modelling. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish student choice and agency in oral language program through survey taking, Gardeners Multiple Intelligences Survey. Implementing curriculum planning that responds to the findings. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Implement consistently the Oral Language Survey (Clay). | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish the assessment and monitoring cycle and its connection to the Speaking and Listening curriculum. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teach the structure of small groups, including expectations and purpose in the Oral Language Sessions. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan and document students that will be in small groups. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Embed an orderly learning environment with agreed and documented expectations of behaviour with oral language centres. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Oral Language Leader will model and participate in oral language lessons, focussing upon developing teacher capacity. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish high expectations and routines of learning and engagement in literacy interventions. | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan and implement explicit teaching of Literacy interventions. | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Use English Online, Fountas & Pinnell, and Clays Observation Survey to understand student achievement and work from student strengths to make learning gains. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Build capacity in sharing results and feedback cycles with all applicable teachers. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Implement the evaluation tools consistently. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish the assessment and monitoring cycle and its connection to interventions and reporting cycles | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan and document for the students that will be in participating in literacy intervention. | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| The Intervention Leader will model Reading Recovery lessons for other teachers focussing upon developing teacher capacity. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement evidence-based one-to-one and small group interventions that directly meet the need of the target students Identify students within the cohort who require intervention  Determine interventions to be implemented across the cohort Implement interventions | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,686.00  🗹 Equity funding will be used |
| KIS 3 Intellectual engagement and self-awareness | Action Plan to accelerate improvement | | | | |
| **Actions** | • Establish and implement a 5-week Assessment, Planning and Improvement Cycle (Reading and Writing) • Establish and implement a case management approach for all students with attendance below 85% • Support students to regularly set goals, monitor and celebrate their progress and establish clear links with their Hopes and Dreams Plans (Reading and Writing) • Re-development the SWPBS matrix and values, and utalise for teaching expected behaviours | | | | |
| **Outcomes** | Students will: - know and be able to articulate what they are learning - be able to articulate what successful learning looks like - be able to articulate the evidence they have for how they think they are progressing with their learning - recall and explain their individual learning goals - Students can refer to co-constructed anchor charts, worked examples and modelling writing, to support their learning  Teachers will: - co-plan how to deconstruct Learning Intentions from the curriculum with students - co-construct success criteria with students to promote open and critical thinking - create opportunities for peer- and self- assessments - support students to regularly set goals with clear links to their Hopes and Dreams Plans, monitor and celebrate their progress - Teachers co-construct anchor charts, worked examples and modelling writing to support student learning  Leaders will: - regularly monitor initiatives and strategies to increase student voice, agency and leadership - provide time and support for teachers to undertake PLC inquiries - provide focused professional learning for staff around using formative assessment data to drive student conferencing and goal setting - support teachers to make connections with wider audiences for student writing | | | | |
| **Success Indicators** | - Relevant documentation (e.,g. Improvement Cycle Guide, assessment guide, case management guide) - Improvement Cycle documents - Teaching Spring documents - Case Management documents  - Lesson plans  - SIT minutes  - professional learning presentations  - Learning Walk Notes (including leaders and teachers) - Student interview responses  - Relevant data for Teaching Sprint and Case Management students  - Student goal displays  - SWPBS Matrix  - SWPBS Lesson plans  - Behaviour data (Compass chronicles, office referrals, suspensions) - Observation and coaching notes  - Parent survey responses regarding behaviour - Parent Opinion Survey results - Student Opinion Survey results | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Document the 5-week Assessment, Planning & Improvement cycle, including expectations and roles | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Establish a planning and meeting schedule to support the cycle | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Each cycle, document the whole school and individual teachers’ improvement cycles (including the target student) and refer to regularly | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish process for leaders and teachers regularly participating in Learning Walks to monitor cycle | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Implement 5-Week Assessment, Planning & Improvement Cycles | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Document the case management process | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Provide professional learning to staff on the case management process | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Establish a meeting schedule to monitor case management progress | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement case management process | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish expectations around student goal setting | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Provide professional learning to staff on monitoring and celebrating student goal setting progress | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Five week units of study with built in common assessment tasks against Success Criteria | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Use PLC inquiry to monitor and improve reading improvement | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Map out five week assessment cycle based on Fountas and Pinnell | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop priority expectations for school values | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Establish new symbols and signage for school values | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Explicit teaching in Term 1 of expectations, consequences and routines. | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Regular observations of implementation of classroom systems | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Regular observations of positive acknowledgements, on task learning time | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Provide coaching to targeted teachers on classroom systems and the implementation of behaviour support plans | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Survey families re expectations and consequences for disrupting behaviours | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Determine expectations and consequences for disrupting behaviours | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Teach expected behaviours regarding disrupting learning | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Target additional behaviours for establishing community-wide expectations | | 🗹 Leadership Partners (DSSI)  🗹 Leadership Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| **Goal 2** | To build student engagement in an orderly and safe learning environment. | | | | |
| 12 Month Target 2.1 | Sense of connectedness from 71% (2019) to 75% (2020) Student voice and agency from 60% (2019) to 70% (2020) Effective classroom behaviour from 68% to 72% Managing bullying from 68% to 72% | | | | |
| 12 Month Target 2.2 | Reduce the average days absent per student F-6 from 35.2 days to 30 days. | | | | |
| 12 Month Target 2.3 | By 2020 improve the percentage of positive responses on the Parent Opinion Survey for promoting positive behaviour from 73% (2019) to 80% (2020). | | | | |
| KIS 1 Setting expectations and promoting inclusion | Embed an orderly learning environment with agreed, documented high expectations for learning and student behaviour management with staff, students and parents. | | | | |
| **Actions** | Organise and maintain learning environments Improve ‘Classroom Systems’ across all classrooms - classroom routines, expectations, consequences and positive acknowledgements - through professional learning and coaching  Develop high expectations and consequences focused upon learning (and disrupting learning) Re-develop the SWPBS Matrix and values and utilise for teaching expected behaviours  Embed consistent implementation of SWPBS tokens Embed processes and documentation to support Tier 2 and 3 students  Establish new processes for responding to inappropriate behaviours  Improved communication with families regarding high expectations for behaviour | | | | |
| **Outcomes** | LEADERS WILL: Always display GSPS values Respond to challenging behaviours Use 6:1 positive language Hand out caring cards Use consistent language when addressing behaviours (script) Analyse behaviour data Communicate with families following a major behaviour  Work with the entire school community to establish agreed behaviour expectations and consequences  Monitor the orderliness of the school’s learning environments and organise maintenance as necessary Monitor classroom systems across the school and provide coaching as necessary Oversee case management of Tier 2 and 3 students  Oversee the re-developed ofthe school’s SWPBS Matrix based on the new values   TEACHERS WILL: Maintain a orderly classroom Implement classroom systems, including establishing and teaching of routines, expectations and consequences  Always display the GSPS values Contribute to the development and then implement behaviour management plan/s Track/record behaviour data Communicate regularly with families (positive/negative conversations)  Use 6:1 positive language Hand out caring cards Exchange caring cards in classroom shop Use the positive language script when addressing undesired behaviours  Greet all students each morning   STUDENTS WILL: Know the GSPS values Know the classroom routines, expectations and consequences  Know where to get help if needed -Know what is appropriate/inappropriate behaviours at school are Know what happens if they display than an inappropriate behaviour Value caring cards Know what they can use their caring cards for | | | | |
| **Success Indicators** | Improved TFI result from 56% in 2019 to 65% in 2020 Positive acknowledgement rates consistently observed at 6:1  Reduced Office referrals (from 159 in August and 104 November 2019 to 75 in March and 40 in August 2020) Reduced Suspension statistics from 202 to 150 suspensions Reduced minor behaviours (one target period compared to another target period, repeated)  Additional Staff Survey Indicators - ‘Students at this school treat teachers with respect’ - 49% (2019) to 60% (2020) ‘Students at this school treat each other with respect’ - 43% (2019) to 50% (2020) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Develop and implement maintenance plan | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Apply for grants to improve physical environment | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Documentation and implementation of Wellbeing & Behaviour Framework and orderly learning environment (what it looks like, what we expect from teachers/ES etc). | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Explicit teaching in Term 1 of expectations, consequences and routines. | | 🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Regular observations of implementation of classroom systems | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Regular observations of positive acknowledgements, on task learning time | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Provide coaching to targeted teachers on classroom systems and the implementation of behaviour support plans | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Work with SSS to establish mentor classroom | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Develop professional learning plan for ES staff members | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Survey families re expectations and consequences for disrupting behaviours | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Determine expectations and consequences for disrupting behaviours | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Teach expected behaviours regarding disrupting learning | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Target additional behaviours for establishing community-wide expectations | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Review current data collection methods regarding student behaviours | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement plan for improving data collection (including accuracy of data collection) | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Accurately record and notify office regarding behaviours | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Regular sharing of data with school staff and determining actions based on data | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop priority expectations for school values | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish new symbols and signage for school values | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $3,000.00  🗹 Equity funding will be used |
| Re-develop caring cards and introduce new token system | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $2,500.00  🗹 Equity funding will be used |
| Implement case management system, including electronic system and regular meetings | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Regularly share information with families re high expectations for behaviour | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Community campaign regarding positive behaviours at Gowrie St | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish relationship with SWPBS Critical Friend to monitor implementation | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| Develop and implement professional learning plan for Gowrie St Wellbeing & Behaviour Framework | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Establish regular Wellbeing team meetings to review behaviour support process, Wellbeing referrals and Tier 2 interventions, including exploring Section Wellbeing meetings | | 🗹 Leadership Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement the new SWPBS Values and caring card system within Kinder | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| KIS 2 Setting expectations and promoting inclusion | Build high expectations and strategies for regular attendance and punctuality. | | | | |
| **Actions** | Establish expectations around unexplained absences for all families Establish teacher-family-student relationships around monitoring attendance  Case management of all students with attendance below 85%  Hold regular high expectations SSGs with clear format and data   Indigenous family liaison officer to establish high expectations for our Indigenous community  Increasing engagement and connectivity initiatives for at risk students (e.g. Check In Check Out, targeting students with hands on learning, culture club)  Increasing celebrations for attendance | | | | |
| **Outcomes** | LEADERS WILL Establish clear processes and protocols for Teacher contacting families/student following absences Weekly data checks and categorise students into bands/extra YTD data from Panorama/Xuno/Compass Familiarise with and monitor disadvantage/ meet families to offer support as an early intervention. Provide termly attendance report summaries to families. Facilitate attendance SSGs Roll out monthly/half Termly attendance rewards Work to strengthen community engagement and knowledge around the risks of low attendance. Lead the implementation of extra-curricular activities that cater for a range of different interests and skills to increase engagement. Work with KESO/Koorie Leader to target interventions for ATSI students.   TEACHERS WILL Contact families to share concerns and follow up absences Establish individual attendance goals (every day or late focus) or whole class attendance goals. All students in higher risk categories to have an attendance based goal in Dream Big Plan or IEP. Low level attendance reward systems for individuals or whole class. Provide classroom level data for attendance SSGs Where appropriate, include students in calculating and graphing their weekly/monthly attendance. Establish classroom based visuals for attendance such as colour in attendance routine. Facilitate engagement procedures such as Check and Connect with students at risk.  STUDENTS WILL Parents to physically ‘sign in’ late students. Contact the school for every absence (100% unexplained) Monitor their own students’ attendance and be wary of risks of low attendance Attend Attendance SSGs when booked with Wellbeing team. | | | | |
| **Success Indicators** | Increased percentage above median attendance (top two quartiles)- 56% in 2019 to 60% 2020 Increased percentage of absences that are explained- target 100% unexplained absences. Reduced suspensions from 202 days in 2019 to 150 or less in 2020. Establish Check in- Check Out (CICO) or Check and Connect (CAC) for target cohort of attendance concerns | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Communicate to families the expectation that they communicate regarding unexplained absences through posters, newsletter, notes home, phone calls. | | 🗹 Leadership Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Monitor unexplained absences and follow up with families about ensuring they notify the office | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Set up daily messages home regarding unexplained absences | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Establish and document clear processes and protocols for Teachers contacting families/students following absences | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Display daily attendance by class/faces in the staffroom | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Weekly data checks and categorise students into bands/extract YTD data from Panorama/Xuno/Compass | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish protocols for flagging students at risk early and how this will be communicated to families | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Develop ‘high expectations’ SSG and IEP templates that links attendance to student goals and outcomes | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Facilitate attendance SSGs | | 🗹 Assistant Principal  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Provide termly attendance reports for families. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Continue conversations about high expectations attendance through Social Media, Newsletters, Community Forums and at assemblies. | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Design, print and distribute stationery such as fridge magnets, postcards for public information about absences, and to provide contact details for how to call in absences to schools. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $1,500.00  🗹 Equity funding will be used |
| Classroom teachers to establish individual attendance goals (every day or late focus) or whole class attendance goals | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Where appropriate, include students in calculating and graphing their weekly/monthly attendance. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $400.00  🗹 Equity funding will be used |
| Establish classroom based visuals for attendance such as colour in attendance routine. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Facilitate engagement procedures such as Check and Connect with students at risk of low attendance. | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Implement extra-curricular activities that cater for a range of different interests and skills to increase engagement. | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Roll out mid-term/monthly attendance rewards | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $750.00  🗹 Equity funding will be used |
| Continue weekly drill down of attendance for ‘Every Day Counts’ Cup | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $450.00  🗹 Equity funding will be used |
| KIS 3 Empowering students and building school pride | Harness student voice and agency to develop a rich, purposeful and engaging curriculum. | | | | |
| **Actions** | Implement a range of strategies to improve Student Voice, Agency and Leadership (see separate documented plan), including a Student Leadership Position of Responsibility, Peer Support Program and re-introduced Junior School Council  Engage students in deeper learning and experiences based around their Hopes & Dreams plans Enhancing transitions from Gowrie St Kinder to school Provide frequent, regular and low-intensity methods for community members to connect with the school Provide a range of programs that will engage both students and families in additional opportunities  Strengthening pride in our teaching of Yorta Yorta language amongst students, staff and the community  Provide a cultural engagement program to a broad range of students | | | | |
| **Outcomes** | LEADERS WILL Regularly monitor initiatives and strategies to increase student voice, agency and leadership  Meet regularly with Junior School Council  Establish clear, documented connections between the school and Kinder across transitions, Wellbeing, SWPBS and curriculum  Support the Wellbeing team, including the Community Hub Leader, to introduce a range of family engagement opportunities  Promote the significance of the school’s teaching of Yorta Yorta Language & Culture through professional learning, curriculum and communication  TEACHERS WILL Implement strategies for increased student voice, agency and leadership  Support and encourage JSC  Explicitly teach students the opportunities they have to exercise student voice, agency and leadership  Support and participate in additional family opportunities - connect with our families  Increase understanding of Yorta Yorta Language & Culture including its significance  Incorporate more aspects of Yorta Yorta Language & Culture across curriculum   STUDENTS WILL Exercise increased student voice, agency and leadership  Participate in JSC  Participate in additional opportunities through our Community Hub Have an increased appreciation of the significance of learning Yorta Yorta Language & Culture | | | | |
| **Success Indicators** | Additional Student Survey Indicators - ‘I feel proud about being a student at this school’ - 73% (2019) to 77% (2020) (note - Year 4 was at 67% in 2019 and Year 5 at 84%) ‘My teacher makes me feel like I matter’ - 76% (2019) to 82% (2020) (note Year 4 was at 70% in 2019 and Year 5 at 78%)  Additional Parent Survey Indicators -  ‘Parent participation and involvement’ - 65% (2019) to 75% (2020) ‘Teacher communication’ - 64% (2019) to 75% (2020) ‘General satisfaction’ - 64% (2019) to 75% (2020) ‘School pride and confidence’ - 64% (2019) to 75% (2020) ‘Student voice and agency’ - 64% (2019) to 75% (2020)  Additional Staff Survey Indicators -  Trust in students and families - 35% (2019) to 50% (2020) Parent and community involvement - 59% (2019) to 70% (2020) Use student feedback to improve practice - 47% (2019) to 60% (2020)  Access rates for Community Hub  Access rates for DREAM BIG Days from 80% of families (2019) to 90% of families (2020) Increased % of students transitioning from Gowrie St Kinder to School - 30% in 2019 to 60% in 2020. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Regularly monitor and plan for implementation of Student Voice, Agency and Leadership plan at SIT and Leadership meetings. | | 🗹 Leadership Team  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish a Student Leadership Position of Responsibility | | 🗹 Principal  🗹 Student Leadership Coordinator | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement Peer Support | | 🗹 Assistant Principal  🗹 Student Leadership Coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,586.00  🗹 Equity funding will be used |
| Re-introduce Junior School Council | | 🗹 Assistant Principal  🗹 Principal  🗹 Student Leadership Coordinator | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1,100.00  🗹 Equity funding will be used |
| Principal-class to meet regularly with Junior School Council and School Leaders | | 🗹 Leadership Team  🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Explicit teaching of students opportunities for student voice, agency and leadership | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish Scope and Sequence for DREAM BIG - determination/aspirations (including Kinder) and plan units of work based on it. | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish regular meetings with Lighthouse about supporting with local experiences that complement scope and sequence | | 🗹 Assistant Principal  🗹 Year Level Co-ordinator(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish roles and responsibilities regarding Kinder to school transition | | 🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Establish a Year 5 & Kinder buddy program | | 🗹 Principal  🗹 Year Level Co-ordinator(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Establish regular meetings between Kinder and Wellbeing staff | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Review communication methods between Kinder and school (both staff and families) | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement regular breakfasts and morning teas for community members within the Community Hub | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Implement a Mother Goose, kitchen garden program and Bubs and Grubs program | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish community gatherings for our Koorie families (with support from Koorie Family Liaison Officer) | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Run a range of after school programming, involving both children and adults (e.g. Know your roots, drumbeat) | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Introduce services and make referrals through these regular, low-intensity interactions | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Provide professional learning to all staff around Yorta Yorta Language & Culture and CUST | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan for language to be incorporated across all aspects of school life | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish scope and sequence for L & C experiences across the curriculum | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Regular communication with families regarding our language work (including sharing language | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Providing planning time to relevant staff (Billy, , Bron, L + C) to plan engagement programs both inside and outside L + C classes | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Expand the range of engagement programs we are providing for students, including the cultural programs for our Aboriginal and other other cultural groups | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Equity funding will be used |
| **Goal 3** | To maximise learning growth for all students in Numeracy F-6. | | | | |
| 12 Month Target 3.1 | Grade 3 Numeracy - 10% (2019) to 15% (2020) Grade 5 Numeracy - 10% (2019) t0 13% (2020) | | | | |
| 12 Month Target 3.2 | % of students meeting or above benchmark growth will increase from 60.7% (2019) to 70% (2020). | | | | |
| 12 Month Target 3.3 | Collective efficacy from 43% to 56% Academic emphasis from 48% to 60% | | | | |
| KIS 1 Building practice excellence | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) | | | | |
| **Actions** | • Improve mathematical mindset across the school.  • Improve teacher pedagogical and content knowledge in mathematics.  • Continue to use data from NFA, MOI and top ten pre and posts tests to plan numeracy lessons.  • Establish teacher responsibility for student growth in mathematics. | | | | |
| **Outcomes** | LEADERS WILL Establish and implement a 5-Week Assessment, Planning & Improvement Cycle  Establish and implement PDP Case Management process  Provide differentiated professional learning based on classroom observations, student progress and teachers need Provide time and support for teachers to undertake PLC inquiry cycles to address student needs in numeracy Provide teachers with professional reading and learning around improving mathematical mindset.  Work with critical friends to plan for improving mathematical mindset.  Through SIT, develop a plan around professional learning for 2020. Deliver professional learning. Support staff with individual professional learning needs. Provide professional learning around conducting numeracy assessments. Support teachers with implementing assessments. Track student assessment data.  Identify staff who may need support   TEACHERS WILL Participate in 5-Week Assessment, Planning and Improvement Cycle  Participate in PDP Case Management process  Participate in PLC inquiry cycles for numeracy Participate in professional learning to build their own mathematical mindset. Incorporate professional learning into their numeracy programs to improve mathematical mindset of students. Plan engaging numeracy activities that will improve students mindset towards mathematics.   Participate in professional learning.  Conduct regular assessments on their students. Update assessment documents regularly. Plan numeracy lessons using the data that they have collected.  Monitor student learning and track student learning growth.  Identify professional learning needs through self reflection.  Seek out best practise to improve their own practise.  Establish student learning goals.  Adapt fluency tasks for the needs of each individual student. Access different resources to help adapting fluency tasks. Continue to use data to inform fluency goals. | | | | |
| **Success Indicators** | All students to have NFA/MOI data growth in all areas over the course of the year. This growth will be seen as an increase in at least one stage of learning for each area in the NFA and in the MOI at least 1 vic curriculum level of growth per question area.  Student engagement in numeracy will increase (Student engagement based on survey at the beginning and end of the year)  All case managed students achieving target growth each term and annually  100% of students having up to date numeracy goals | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Plan for professional learning around improving mathematical mindset. | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Monitor mathematical mindset of teachers and students | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish a 2020 assessment cycle | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Provide professional learning around the 2020 assessment cycle and the different assessments in the assessment cycle. | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Participate in professional learning from Carmel O’Bierne around using Rich Tasks and Maths 300 in numeracy lessons. | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $30,000.00  🗹 Equity funding will be used |
| Plan numeracy lessons using rich tasks and maths 300 based off the professional learning from Carmel O’Bierne. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Participate in professional learning from Carmel O’Bierne around number talks. | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Plan numeracy lessons which incorporate professional learning around number talks. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish new data walls. | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Provide professional learning around data walls. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Track student assessment data in data walls. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan numeracy lessons using up to date data as per data walls. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan for teacher choice numeracy pedagogical professional learning. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Participate in Bastow Leading Mathematics | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,500.00  🗹 Equity funding will be used |
| Professional learning around how to adapt a fluency task | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Adapting fluency tasks for student learning needs. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop a peer observation model/process. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Conduct peer observations as part of the peer observation process. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $90,957.00 | $90,957.00 |
| Additional Equity funding | $929,000.00 | $929,000.00 |
| **Grand Total** | $1,019,957.00 | $1,019,957.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Run lunch time bookclubs/learning club for reading and writing | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $485.00 | $485.00 |
| Develop and implement reward system for home reading including parent awards | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $1,000.00 | $1,000.00 |
| Plan for and conduct Gowrie Street Writers Festival for Term 3 | from: Term 1  to: Term 3 | 🗹 Teaching and learning programs and resources | $3,000.00 | $3,000.00 |
| Foundation and Kinder staff to participate together on early literacy and oral language professional learning | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Establish collaborative planning of oral language units with teaching staff. | from: Term 1  to: Term 1 | 🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| Implement evidence-based one-to-one and small group interventions that directly meet the need of the target students Identify students within the cohort who require intervention  Determine interventions to be implemented across the cohort Implement interventions | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $1,686.00 | $1,686.00 |
| Establish new symbols and signage for school values | from: Term 1  to: Term 1 | 🗹 Other  Signs | $3,000.00 | $3,000.00 |
| Re-develop caring cards and introduce new token system | from: Term 1  to: Term 1 | 🗹 Teaching and learning programs and resources | $2,500.00 | $2,500.00 |
| Establish relationship with SWPBS Critical Friend to monitor implementation | from: Term 1  to: Term 1 | 🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Design, print and distribute stationery such as fridge magnets, postcards for public information about absences, and to provide contact details for how to call in absences to schools. | from: Term 2  to: Term 2 | 🗹 Other  Printed materials | $1,500.00 | $1,500.00 |
| Where appropriate, include students in calculating and graphing their weekly/monthly attendance. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $400.00 | $400.00 |
| Establish classroom based visuals for attendance such as colour in attendance routine. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $1,000.00 | $1,000.00 |
| Roll out mid-term/monthly attendance rewards | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $750.00 | $750.00 |
| Continue weekly drill down of attendance for ‘Every Day Counts’ Cup | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $450.00 | $450.00 |
| Implement Peer Support | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $1,586.00 | $1,586.00 |
| Re-introduce Junior School Council | from: Term 1  to: Term 1 | 🗹 Professional development (excluding CRT costs and new FTE) | $1,100.00 | $1,100.00 |
| Implement regular breakfasts and morning teas for community members within the Community Hub | from: Term 1  to: Term 4 | 🗹 Support services | $10,000.00 | $10,000.00 |
| Expand the range of engagement programs we are providing for students, including the cultural programs for our Aboriginal and other other cultural groups | from: Term 1  to: Term 4 | 🗹 Support services | $15,000.00 | $15,000.00 |
| Participate in professional learning from Carmel O’Bierne around using Rich Tasks and Maths 300 in numeracy lessons. | from: Term 1  to: Term 1 | 🗹 Professional development (excluding CRT costs and new FTE) | $30,000.00 | $30,000.00 |
| Participate in Bastow Leading Mathematics | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $2,500.00 | $2,500.00 |
| **Totals** | | | $90,957.00 | $90,957.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Laptop program | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $30,000.00 | $30,000.00 |
| Classroom library resources | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| Numeracy resources | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| DREAM BIG community (and other) events | from: Term 1  to: Term 4 | 🗹 Support services | $10,000.00 | $10,000.00 |
| Student wellbeing resources (including breakfast club materials) | from: Term 1  to: Term 4 | 🗹 Support services | $6,000.00 | $6,000.00 |
| Additional first aid | from: Term 1  to: Term 4 | 🗹 Support services | $2,000.00 | $2,000.00 |
| Speech and OT | from: Term 1  to: Term 4 | 🗹 Support services | $15,000.00 | $15,000.00 |
| Professional learning (including CRT) | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $40,000.00 | $40,000.00 |
| Provision of additional excursion costs | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| Foundation Mentoring and Intervention Teacher (0.6, Karen Lambert) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $74,000.00 | $74,000.00 |
| Grade 1-2 Intervention and Oral Language Support (1.0, Geri Doornkamp) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $122,000.00 | $122,000.00 |
| 3-6 Intervention (0.4, Brittany Tancred) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $33,000.00 | $33,000.00 |
| Learning Specialist (1.0, Mason Argus) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $128,000.00 | $128,000.00 |
| ES Mentor (0.6, Loz West) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $39,000.00 | $39,000.00 |
| Family Liaison Officer (0.5, Kerry Matthews) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $32,000.00 | $32,000.00 |
| Koorie Family Liaison Officer (0.2) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $15,000.00 | $15,000.00 |
| Special Payments for middle leader roles (SWPBS Leader, Student Leadership Leader, Excursion Coordinators x 3) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $11,000.00 | $11,000.00 |
| Language Assistant (0.39, Roxy Atkinson) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $21,000.00 | $21,000.00 |
| Leadership Time Release (0.2, Colleen Toy) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $25,000.00 | $25,000.00 |
| Additional AP (1.0, Ben Balmer) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $145,000.00 | $145,000.00 |
| Additional Classroom Teacher (to reduce class size) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $87,000.00 | $87,000.00 |
| Additional Classroom ESO x 2 (0.8, to support students not yet PSD funded) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $82,000.00 | $82,000.00 |
| **Totals** | | | $929,000.00 | $929,000.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Establish a planning and meeting schedule to support the cycle | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Establish process for leaders and teachers regularly participating in Learning Walks to monitor cycle | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide professional learning to staff on the case management process | 🗹 Assistant Principal  🗹 Principal | from: Term 1  to: Term 2 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide professional learning to staff on monitoring and celebrating student goal setting progress | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Plan for read alouds of rich literature across the curriculum | 🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Refine classroom libraries including having students selecting, sorting and maintaining | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Establish five week assessment cycle based on Six + 1Traits linked to units of study | 🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Create ‘pop up’ PL that teachers can self select from or be directed as a result of observations | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Increase teacher knowledge of the writing conference through peer observation teams of filmed conferences | 🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Collective efficacy - In Weeks 4 and 8 teachers will participate in learning walks for 15 minutes during their PLCs, focusing on successes with the School Improvement Plan | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Collective efficacy - Professional learning focused on the admiring lens (Geri and Elise both completing LDAP) | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Professional Practice Day | 🗹 External consultants  Bastow | 🗹 Off-site  Bastow |
| Collective efficacy - Professional learning with all staff regarding strengths-based approaches towards families (including professional reading of Mariam’s report) | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Foundation and Kinder staff to participate together on early literacy and oral language professional learning | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Professional Practice Day | 🗹 External consultants  Deakin SOLD | 🗹 Off-site  Deakin |
| Build capacity in goal setting and feedback cycles, through professional learning and modelling. | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Plan and implement explicit teaching of Literacy interventions. | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| The Intervention Leader will model Reading Recovery lessons for other teachers focussing upon developing teacher capacity. | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Establish a planning and meeting schedule to support the cycle | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Establish process for leaders and teachers regularly participating in Learning Walks to monitor cycle | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Provide professional learning to staff on monitoring and celebrating student goal setting progress | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Documentation and implementation of Wellbeing & Behaviour Framework and orderly learning environment (what it looks like, what we expect from teachers/ES etc). | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | from: Term 1  to: Term 1 | 🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop and implement professional learning plan for Gowrie St Wellbeing & Behaviour Framework | 🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide professional learning to all staff around Yorta Yorta Language & Culture and CUST | 🗹 Leadership Team | from: Term 2  to: Term 4 | 🗹 Curriculum development  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  KESO | 🗹 On-site |
| Plan for professional learning around improving mathematical mindset. | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Carmel | 🗹 On-site |
| Provide professional learning around the 2020 assessment cycle and the different assessments in the assessment cycle. | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Participate in professional learning from Carmel O’Bierne around using Rich Tasks and Maths 300 in numeracy lessons. | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Carmel | 🗹 On-site |
| Participate in professional learning from Carmel O’Bierne around number talks. | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Carmel | 🗹 On-site |
| Provide professional learning around data walls. | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Plan for teacher choice numeracy pedagogical professional learning. | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Professional learning around how to adapt a fluency task | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Conduct peer observations as part of the peer observation process. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |