

# **2021 Annual Implementation Plan**

## **for improving student outcomes**

Springhurst Primary School (1583)



Submitted for review by Wendy Walker (School Principal) on 31 January, 2021 at 10:39 AM  
Endorsed by John Pryor (Senior Education Improvement Leader) on 01 February, 2021 at 03:12 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	<p>Due to the Covid19, the small size of our school and our rural, remote locality, professional leadership and professional opportunities have limitations. Unfortunately we have been unable to be involved in our cluster PLC where we have previously built a professional learning community and have made strong links with the other schools. Hopefully we will get back on track in 2021 and we will have the opportunities to have some peer observations occurring.</p> <p>Our intention in 2020 was to have an emphasis placed on student voice, agency and leadership. This was not fully achieved so we intend to have this area as a goal for 2021. I expect we will see growth in all areas of positive climate for learning in 2021.</p>
<b>Considerations for 2021</b>	<p>As with other schools, the expected improvement in all areas for 2020 did not occur.</p> <p>I think we should still be on track to achieve the goals of our strategic plan. In 2021, we will continue with our student agency, voice and leadership as well as DET's goal 0.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve student learning outcomes in English
<b>Target 2.1</b>	<p>Improve the percentage of students assessed at above level in Victorian Curriculum Teacher Judgements F-6</p> <ul style="list-style-type: none"> <li>• Speaking and Listening from 14% in 2018 to 33% in 2022</li> <li>• Writing from 33% in 2018 to 40% in 2022</li> </ul>
<b>Target 2.2</b>	<p>Improve the percentage of students on NAPLAN in top two bands</p> <ul style="list-style-type: none"> <li>• Year 5 Writing from 20% in 2018 to 33% in 2022</li> <li>• Year 5 Spelling from 20% in 2018 to 33% in 2022</li> <li>• Year 5 Grammar &amp; Punctuation from 20% in 2018 to 33% in 2022</li> </ul>

<b>Target 2.3</b>	<p>To decrease the percentage of students with low growth on NAPLAN from Years 3 to Year 5</p> <ul style="list-style-type: none"> <li>• Spelling from 40% in 2018 to 25% in 2022</li> <li>• Grammar &amp; Punctuation from 40% in 2018 to 25% in 2022</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Review curriculum planning documentation to ensure alignment with all English strands of the Victorian Curriculum to ensure high quality teaching and learning in English
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Develop the capacity of teachers to use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve in English
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Develop the capacity of school leaders and teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement
<b>Goal 3</b>	To improve student engagement with learning with strong student voice, agency and leadership
<b>Target 3.1</b>	<p>Improved Student Attitude to School Survey data in the areas of</p> <ul style="list-style-type: none"> <li>• School Connectedness from 53% positive response in 2018 to 75% in 2022</li> <li>• Student Motivation and Interest from 75% positive response in 2018 to 85% positive response in 2022</li> <li>• Attitude to Attendance, from 75% positive response in 2018 to 85% positive response in 2022</li> <li>• Stimulated Learning, from 56% positive response in 2018 to 75% positive response in 2022</li> <li>• Effort from 71% positive response in 2018 to 85% positive response in 2022</li> </ul>

<b>Target 3.2</b>	<p>Improved Parent Opinion Survey data in the areas of</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency - maintain 90% positive responses in 2018 to 90% positive responses in 2022</li> <li>• Student Connectedness - from 90% positive responses in 2018 to 94% positive responses in 2022</li> <li>• Effective Teaching - maintain 93% positive responses in 2018 to 93% positive responses in 2022</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build leadership and staff capacity to support the skills of dialogue, listening and responding to student voice and agency
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Develop staff capacity to support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals
<b>Goal 4</b>	To improve student wellbeing
<b>Target 4.1</b>	<p>Improved Student Attitude to School Survey data in the areas of</p> <ul style="list-style-type: none"> <li>• Not Experiencing Bullying to maintain 90% positive responses in 2018 to 90% positive response in 2022</li> <li>• Advocate at School from 86% positive responses in 2018 to 88% positive response in 2022</li> <li>• Managing Bullying to maintain 83% in 2018 to 83% positive response in 2022</li> <li>• Respect for Diversity from 75% positive responses in 2018 to 81% positive responses in 2022</li> </ul>
<b>Target 4.2</b>	<p>Improved Parent Opinions Survey (POS) survey data in</p> <ul style="list-style-type: none"> <li>• Promoting Positive Behaviour from 79% positive responses in 2018 to 86% positive responses in 2022</li> </ul>

<b>Key Improvement Strategy 4.a</b> Vision, values and culture	Develop whole of community commitment to the school's vision, values and high expectations policies supports a learning environment that maximizes success for all students
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	Build staff leadership capacity to research, plan and deliver the evaluation and revision of the school's values and student engagement and wellbeing policy and program

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To improve outcomes of targeted students identified in the TLI to reach expected levels in Algebra and Reading.</p> <p>Demonstrate improved Student Attitude to School Survey (SATSS) data results in the areas of;</p> <ul style="list-style-type: none"> <li>- school connectedness from 53% positive response in 2018 to 65% in 2021.</li> <li>- stimulated learning, from 56% positive responses in 2018 to 65% positive response in 2021</li> </ul> <p>Demonstrate improved results from 2018 PoS in the areas of:</p> <ul style="list-style-type: none"> <li>-Motivation and Support</li> <li>-Student Voice and Agency</li> <li>-Managing Bullying</li> <li>-Non-experience of Bullying</li> </ul>
To improve student learning outcomes in English	No	<p>Improve the percentage of students assessed at above level in Victorian Curriculum Teacher Judgements F-6</p> <ul style="list-style-type: none"> <li>• Speaking and Listening from 14% in 2018 to 33% in 2022</li> </ul>	



		<ul style="list-style-type: none"> <li>• Writing from 33% in 2018 to 40% in 2022</li> </ul>	
		<p>Improve the percentage of students on NAPLAN in top two bands</p> <ul style="list-style-type: none"> <li>• Year 5 Writing from 20% in 2018 to 33% in 2022</li> <li>• Year 5 Spelling from 20% in 2018 to 33% in 2022</li> <li>• Year 5 Grammar &amp; Punctuation from 20% in 2018 to 33% in 2022</li> </ul>	
		<p>To decrease the percentage of students with low growth on NAPLAN from Years 3 to Year 5</p> <ul style="list-style-type: none"> <li>• Spelling from 40% in 2018 to 25% in 2022</li> <li>• Grammar &amp; Punctuation from 40% in 2018 to 25% in 2022</li> </ul>	
To improve student engagement with learning with strong student voice, agency and leadership	Yes	<p>Improved Student Attitude to School Survey data in the areas of</p> <ul style="list-style-type: none"> <li>• School Connectedness from 53% positive response in 2018 to 75% in 2022</li> <li>• Student Motivation and Interest from 75% positive response in 2018 to 85% positive response in 2022</li> <li>• Attitude to Attendance, from 75% positive response in 2018 to 85% positive response in 2022</li> <li>• Stimulated Learning, from 56% positive response in 2018 to 75% positive response in 2022</li> </ul>	<p>To improve Schools Attitude to Schools Survey in the areas of:</p> <ul style="list-style-type: none"> <li>- Student Motivation and Interest from 75% positive response in 2018 to 85% positive response in 2021</li> <li>- Effort from 71% positive response in 2018 to 85% positive response in 2021</li> </ul>

		<ul style="list-style-type: none"> <li>• Effort from 71% positive response in 2018 to 85% positive response in 2022</li> </ul>	
		<p>Improved Parent Opinion Survey data in the areas of</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency - maintain 90% positive responses in 2018 to 90% positive responses in 2022</li> <li>• Student Connectedness - from 90% positive responses in 2018 to 94% positive responses in 2022</li> <li>• Effective Teaching - maintain 93% positive responses in 2018 to 93% positive responses in 2022</li> </ul>	<p>To maintain or improve positive responses from 2018 results in:</p> <ul style="list-style-type: none"> <li>- student voice and agency</li> <li>- effective teaching</li> </ul>
To improve student wellbeing	No	<p>Improved Student Attitude to School Survey data in the areas of</p> <ul style="list-style-type: none"> <li>• Not Experiencing Bullying to maintain 90% positive responses in 2018 to 90% positive response in 2022</li> <li>• Advocate at School from 86% positive responses in 2018 to 88% positive response in 2022</li> <li>• Managing Bullying to maintain 83% in 2018 to 83% positive response in 2022</li> <li>• Respect for Diversity from 75% positive responses in 2018 to 81% positive responses in 2022</li> </ul>	
		Improved Parent Opinions Survey (POS) survey data in	

		<ul style="list-style-type: none"> <li>Promoting Positive Behaviour from 79% positive responses in 2018 to 86% positive responses in 2022</li> </ul>	
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>To improve outcomes of targeted students identified in the TLI to reach expected levels in Algebra and Reading.</p> <p>Demonstrate improved Student Attitude to School Survey (SATSS) data results in the areas of;</p> <ul style="list-style-type: none"> <li>- school connectedness from 53% positive response in 2018 to 65% in 2021.</li> <li>- stimulated learning, from 56% positive responses in 2018 to 65% positive response in 2021</li> </ul> <p>Demonstrate improved results from 2018 PoS in the areas of:</p> <ul style="list-style-type: none"> <li>-Motivation and Support</li> <li>-Student Voice and Agency</li> <li>-Managing Bullying</li> <li>-Non-experience of Bullying</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b>	Connected schools priority	Yes

Building communities		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	To improve student engagement with learning with strong student voice, agency and leadership	
<b>12 Month Target 2.1</b>	To improve Schools Attitude to Schools Survey in the areas of: - Student Motivation and Interest from 75% positive response in 2018 to 85% positive response in 2021  - Effort from 71% positive response in 2018 to 85% positive response in 2021	
<b>12 Month Target 2.2</b>	To maintain or improve positive responses from 2018 results in: - student voice and agency - effective teaching	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build leadership and staff capacity to support the skills of dialogue, listening and responding to student voice and agency	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Develop staff capacity to support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals	No

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

Our self-evaluation against the FISO Continua of Practice noted that we have work to do in the area of student engagement with learning in particular in strong student voice, agency and leadership. This KIS is a result of our review evaluation conducted in 2019 and is the first step in achieving the goals of our current strategic plan.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>To improve outcomes of targeted students identified in the TLI to reach expected levels in Algebra and Reading.</p> <p>Demonstrate improved Student Attitude to School Survey (SATSS) data results in the areas of;</p> <ul style="list-style-type: none"> <li>- school connectedness from 53% positive response in 2018 to 65% in 2021.</li> <li>- stimulated learning, from 56% positive responses in 2018 to 65% positive response in 2021</li> </ul> <p>Demonstrate improved results from 2018 PoS in the areas of:</p> <ul style="list-style-type: none"> <li>-Motivation and Support</li> <li>-Student Voice and Agency</li> <li>-Managing Bullying</li> <li>-Non-experience of Bullying</li> </ul>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	To develop data literacy skills of teachers and education support staff to identify students requiring additional support in Algebra and Reading and successfully implement the Tutor Learning Initiative.
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• participate in assessment tasks</li> <li>• articulate personal learning goals</li> <li>• articulate success criteria</li> <li>• discuss learning strategies identified by conferring</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• identify students for TLI using the assessment plan and monitor growth</li> <li>• confer with students to develop personal goals</li> <li>• develop IEPs to teach students at their point of need</li> </ul>

	<ul style="list-style-type: none"> <li>implement targeted teaching strategies</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>develop and implement an assessment plan</li> <li>provide support for teachers to identify students for TLI and monitor student growth</li> <li>plan to effectively utilise all initiative funding</li> <li>provide PL on targeted teaching in small groups</li> <li>modify role descriptions to incorporate this initiative</li> </ul>			
<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>articulate the structure of lessons</li> <li>progress along the learning continuum showing growth from assessment tasks</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>implement assessment plan</li> <li>use multiple sources of evidence (formative and summative assessment tasks) to track student progress</li> <li>review and modify student IEPs each semester using assessment data</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>develop an assessment plan</li> <li>use multiple sources of evidence to track student progress</li> <li>use notes from meetings reflecting on progress</li> </ul> <p>update whole school data wall</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Reviewing whole school assessment schedule	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Individual Education Plans to be developed for students 12 months below or 12 months above expected Victorian Curriculum level	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Staff to attend PD and to collaborate and select appropriate Tutor Program Initiative for targeted student groups	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement 2021 Student Tutor Program Initiative	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Develop role description and expectations for successful TPI	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Establish a whole school approach to social/emotional learning or belonging and engagement.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify when they feel vulnerable and know where to seek assistance/support</li> <li>• participate in the development of a whole school social/emotional/behaviour matrix</li> <li>• participate in the SATSS</li> <li>• be able to articulate the expected behaviour in all school settings</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• ensure students understand the indicators of vulnerability and acknowledge their emotions</li> </ul>			



	<ul style="list-style-type: none"> <li>• identify at-risk students and implement targeted support in a timely manner</li> <li>• provide opportunities for student voice and agency when developing whole school social/emotional/behaviour matrix</li> <li>• explicitly teach and provide opportunities for students to practice expected social/emotional behavior from the co-constructed matrix</li> <li>• display consistency in their approach to implementing the school social/emotional/behaviour matrix</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• provide structures that support the implementation of school social/emotional/behaviour matrix</li> <li>• provide PL in the implementation school social/emotional/behaviour matrix</li> <li>• lead implementation of school social/emotional/behaviour matrix</li> <li>• provide opportunities for staff to undertake PL around social/emotional learning</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• co-construct the school social/emotional/behaviour matrix</li> <li>• follow the school social/emotional/behaviour matrix</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• co-construct Social/Emotional Behaviour Matrix</li> <li>• provide evidence in weekly planners of explicit teaching of mental health strategies</li> <li>• use consistent language and approach across whole school</li> <li>• provide opportunities for students to participate in extracurricular activities</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• analyse and monitor whole school behaviour data with staff</li> <li>• social/Emotional Behaviour Matrix displayed around the school</li> <li>• ensure attendance of staff at PL meetings</li> <li>• release staff to participate in extracurricular activities</li> <li>• create a data base of student behaviour</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>
<p>Staff to participate in Professional Development to build teacher capacity with the program Play Is the Way</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$750.00</p>

				<input checked="" type="checkbox"/> Equity funding will be used
Students to complete Student Attitude to School Survey in 2021	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide students with a variety of mental health and wellbeing resources	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create a data base of student behaviour/wellbeing	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the way in which schools connected during Remote and Flexible learning.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>feel connected to their school &amp; have positive attitudes to attendance</li> <li>feel cared for &amp; valued by peers, staff and school leaders</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>develop and implement the school communication plan</li> <li>build relationships with parents</li> </ul> <p>Leaders will:</p>			

	<ul style="list-style-type: none"> <li>develop &amp; implement a communication plan</li> <li>prioritise time for staff to communicate &amp; build relationships with parents/carers</li> <li>develop a method to monitor impact of plan</li> </ul>			
<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>demonstrate improved attendance data</li> <li>demonstrate improved results in AToSS in the areas of: attendance and connectedness</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>successfully implement the school communication plan</li> <li>co-construct a communication plan</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>co-construct a communication plan</li> <li>ensure communication plan is implemented</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop whole school communication plan	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participate in community programs such as: Grandparents Day, etc	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00  <input checked="" type="checkbox"/> Equity funding will be used
Students, parents and staff complete PoS, AToSS and SOP	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Present Communication Plan to School Council for feedback	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Analyse and review attendance data	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student engagement with learning with strong student voice, agency and leadership			
<b>12 Month Target 2.1</b>	To improve Schools Attitude to Schools Survey in the areas of: - Student Motivation and Interest from 75% positive response in 2018 to 85% positive response in 2021  - Effort from 71% positive response in 2018 to 85% positive response in 2021			
<b>12 Month Target 2.2</b>	To maintain or improve positive responses from 2018 results in: - student voice and agency - effective teaching			
<b>KIS 1</b> Empowering students and building school pride	Build leadership and staff capacity to support the skills of dialogue, listening and responding to student voice and agency			
<b>Actions</b>	To develop and implement processes to support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning.			

<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• engage in student conferences</li> <li>• be empowered to make decisions about what and how they learn</li> <li>• know where they are with their learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• facilitate student conferences</li> <li>• know where students' point of learning is</li> <li>• engage students in what and how they learn</li> <li>• provide opportunities for two-way feedback</li> </ul> <p>Principal will:</p> <ul style="list-style-type: none"> <li>• provide resources to support professional learning</li> <li>• seek feedback on progress</li> <li>• support teachers to implement student voice and agency</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• students can articulate their learning and the next steps in their learning</li> <li>• improvement in ATSS results</li> <li>• rubrics co-constructed</li> <li>• regular student conferences are conducted</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Regular student/teacher conferences to reflect on the effectiveness of their learning and negotiate learning goals	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning in the creation of co-constructed assessment rubrics	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Ensure resources are available for teachers and students to use when co-constructing learning goals	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Ensure planning documentation reflects student voice and agency	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Actively seek feedback from teachers/students to progress their learning and reflect on their leadership experience	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$3,450.00	\$3,450.00
Additional Equity funding	\$9,000.00	\$9,000.00
<b>Grand Total</b>	<b>\$12,450.00</b>	<b>\$12,450.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staff to attend PD and to collaborate and select appropriate Tutor Program Initiative for targeted student groups	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Staff to participate in Professional Development to build teacher capacity with the program Play Is the Way	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$750.00	\$750.00
Provide students with a variety of mental health and wellbeing resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Participate in community programs such as: Grandparents Day, etc	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$200.00	\$200.00

Ensure resources are available for teachers and students to use when co-constructing learning goals	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
<b>Totals</b>			\$3,450.00	\$3,450.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student Welfare personnel	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$9,000.00	\$9,000.00
<b>Totals</b>			\$9,000.00	\$9,000.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff to attend PD and to collaborate and select appropriate Tutor Program Initiative for targeted student groups	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Implement 2021 Student Tutor Program Initiative	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Staff to participate in Professional Development to build teacher capacity with the program Play Is the Way	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Makascal - Play is the Way	<input checked="" type="checkbox"/> Off-site Wahgunyah Primary School
Professional Learning in the creation of co-constructed assessment rubrics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site