

# 2021 Annual Implementation Plan

## for improving student outcomes

Kiewa Valley Primary School (6229)



Submitted for review by Debra Bowman (School Principal) on 26 January, 2021 at 01:09 PM  
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 05 February, 2021 at 09:31 AM  
Endorsed by Annie Heffernan (School Council President) on 05 February, 2021 at 12:44 PM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	After reviewing the 2020 AIP there are a lot of consistencies with the 2021 AIP due to the impact of COVID. Writing will again be a focus of the school, and the introduction of PLC's will bring staff together to have a more consistent approach to the teaching and learning of writing. Numeracy too is a focus in 2021.
<b>Considerations for 2021</b>	<ol style="list-style-type: none"> <li>1. PLC's are still on the agenda for 2021. We will look to get these off the ground targeting writing first. There is also PD on offer for 6 +1 Traits and embedding the Literacy Leaders work will be a focus again. The aim of the PLC is to improve consistency in teacher practice and build a collaborative learning environment across the school.</li> <li>2. Reviewing the Assessment Schedule and providing staff with PD in Formative Assessment and 'Bump It Up Walls' along with improving data literacy through the analysis of DATA WALL will be a focus.</li> <li>3. KVPS has been granted 2 positions in the Primary Mathematics and Science Specialist Program. This will provide 2 staff the opportunity to build their capacity in leading the teaching and learning of Mathematics and supporting and therefore building the capacity of all staff across the school.</li> <li>4. The tutor program will assist teachers in lifting the student outcomes of those students who have been determined to be</li> </ol>

	12 months or below in writing and numeracy. This will be in-class support as well as some withdrawal of students for an intense program for 26 weeks.
<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 outcomes in writing
<b>Target 2.1</b>	Increase NAPLAN writing high relative growth data from 8 per cent (2018 baseline) to 25 per cent by 2022.
<b>Target 2.2</b>	Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 30 per cent (2018 baseline) to 40 per cent by 2022.
<b>Target 2.3</b>	Decrease NAPLAN low growth in writing from 28 per cent (2018 baseline) to 10 per cent by 2022.
<b>Key Improvement Strategy 2.a</b>	Develop and embed an agreed Teaching and Learning model for writing

Curriculum planning and assessment	
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capacity in the explicit teaching of writing
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop and embed teacher reflection, feedback and observation processes and practices.
<b>Goal 3</b>	To improve students' outcomes in numeracy
<b>Target 3.1</b>	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 11 per cent (2018 baseline) to 35 per cent by 2022.
<b>Target 3.2</b>	Increase the percentage of students in the top two bands in Year 5 NAPLAN from 25 per cent (2018 baseline) to 35 per cent by 2022.
<b>Target 3.3</b>	Increase the percentage of students above expected levels in the Teacher Judgement data from 23 per cent (2018 baseline) to 40 per cent by 2022.
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Audit and refine numeracy assessment practices
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build teacher capacity to deliver challenging and differentiated learning tasks in numeracy
<b>Goal 4</b>	Increase student influence and agency in their learning.

<b>Target 4.1</b>	Increase the measure of Student voice and agency in the AToS from 76 per cent positive in 2018 to 90 per cent positive in 2022.
<b>Target 4.2</b>	Using a school developed and administered survey, increase the percentage of positive responses related to feedback from the 2019 benchmark. (still to be administered and benchmarked)
<b>Target 4.3</b>	Increase the percentage of high growth in NAPLAN reading from 35 per cent (2018 baseline) to 50 per cent by 2022.
<b>Key Improvement Strategy 4.a</b> Evidence-based high-impact teaching strategies	Develop and embed visual pathways in literacy and numeracy
<b>Key Improvement Strategy 4.b</b> Vision, values and culture	Audit and refine the schools vision and values
<b>Key Improvement Strategy 4.c</b> Intellectual engagement and self-awareness	Build teacher capacity to develop and embed feedback and goal setting practices

## 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>Parent Survey - Improve positive response for Teacher Communication from 57% in 2020 to 68 % in 2021</p> <p>AToS - Improve positive response for Student Voice and Agency from 63% in 2020 to 71 % in 2021</p> <p>Attendance Data Reduce the percentage of students who are absent for more than 20 days from 25% to 15%.</p>
To improve student outcomes in writing	Yes	Increase NAPLAN writing high relative growth data from 8 per cent (2018 baseline) to 25 per cent by 2022.	Increase NAPLAN writing high relative growth data from 6 per cent (2019 baseline) to 20 per cent by 2021.
		Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 30 per cent (2018 baseline) to 40 per cent by 2022.	Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 5 per cent (2019 baseline) to 20 per cent by 2021.

		Decrease NAPLAN low growth in writing from 28 per cent (2018 baseline) to 10 per cent by 2022.	Decrease NAPLAN low growth in writing from 19 per cent (2019 baseline) to 10 per cent by 2021.
To improve students' outcomes in numeracy	Yes	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 11 per cent (2018 baseline) to 35 per cent by 2022.	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 21 per cent (2019 baseline) to 28 per cent by 2021.
		Increase the percentage of students in the top two bands in Year 5 NAPLAN from 25 per cent (2018 baseline) to 35 per cent by 2022.	Increase the percentage of students in the top two bands in Year 5 NAPLAN from 19 per cent (2019 baseline) to 25 per cent by 2021.
		Increase the percentage of students above expected levels in the Teacher Judgement data from 23 per cent (2018 baseline) to 40 per cent by 2022.	Increase the percentage of students above expected levels in the Teacher Judgement data from 16 per cent (2019 baseline) to 25 per cent by 2021.
Increase student influence and agency in their learning.	No	Increase the measure of Student voice and agency in the AToS from 76 per cent positive in 2018 to 90 per cent positive in 2022.	
		Using a school developed and administered survey, increase the percentage of positive responses related to feedback from the 2019 benchmark. (still to be administered and benchmarked)	
		Increase the percentage of high growth in NAPLAN reading from 35 per cent (2018 baseline) to 50 per cent by 2022.	

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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	Parent Survey - Improve positive response for Teacher Communication from 57% in 2020 to 68 % in 2021  AToS - Improve positive response for Student Voice and Agency from 63% in 2020 to 71 % in 2021  Attendance Data Reduce the percentage of students who are absent for more than 20 days from 25% to 15%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	To improve student outcomes in writing	
<b>12 Month Target 2.1</b>	Increase NAPLAN writing high relative growth data from 6 per cent (2019 baseline) to 20 per cent by 2021.	
<b>12 Month Target 2.2</b>	Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 5 per cent (2019 baseline) to 20 per cent by 2021.	
<b>12 Month Target 2.3</b>	Decrease NAPLAN low growth in writing from 19 per cent (2019 baseline) to 10 per cent by 2021.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop and embed an agreed Teaching and Learning model for writing	No
<b>KIS 2</b> Curriculum planning and assessment	Build teacher capacity in the explicit teaching of writing	Yes
<b>KIS 3</b> Building practice excellence	Develop and embed teacher reflection, feedback and observation processes and practices.	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.	KVPS staff have spent time looking at and developing a Teaching and Learning Instructional Model for literacy during 2019 and 2020. Our current NAPLAN data shows a consistent drop in Top 2 Bands from year 3 to year 5 in writing. Staff have undertaken professional development with Misty Adinou and have recognised areas for growth. Staff are now ready to put this into effective classroom practice. We believe that by continuing to focus on the explicit teaching of writing, ensuring that student are able to use the LI and SC to help develop personal writing goals and a clearer understanding of what high quality writing looks like. In 2020 and 2021 we will have had 3 new staff join the school and other staff are ready to change our current teaching approaches, this will enable a greater consistency of teaching practice for students and teachers as they transition through the school.	
<b>Goal 3</b>	To improve students' outcomes in numeracy	
<b>12 Month Target 3.1</b>	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 21 per cent (2019 baseline) to 28 per cent by 2021.	
<b>12 Month Target 3.2</b>	Increase the percentage of students in the top two bands in Year 5 NAPLAN from 19 per cent (2019 baseline) to 25 per cent by 2021.	
<b>12 Month Target 3.3</b>	Increase the percentage of students above expected levels in the Teacher Judgement data from 16 per cent (2019 baseline) to 25 per cent by 2021.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Audit and refine numeracy assessment practices	Yes
<b>KIS 2</b> Evaluating impact on learning	Build teacher capacity to deliver challenging and differentiated learning tasks in numeracy	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.	SIP with West and Baranduda Looking at upskilling middle leadership in preparation for 2022 Assessment schedule review and data wall Capture student attitudes to mathematics Use of goal setting, LI and SC for student voice	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Parent Survey - Improve positive response for Teacher Communication from 57% in 2020 to 68 % in 2021</p> <p>AToS - Improve positive response for Student Voice and Agency from 63% in 2020 to 71 % in 2021</p> <p>Attendance Data Reduce the percentage of students who are absent for more than 20 days from 25% to 15%.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Develop whole school intervention plan to support students at risk.</p> <p>Plan for and implement effective teaching and learning</p> <p>Assess, provide feedback and report on student learning</p>
<b>Outcomes</b>	<p>Identified students will:</p> <p>Have been identified through data as working below expected or experiencing low growth in 2020</p> <p>Participate in literacy intervention sessions planned at their point of need.</p> <p>As a result of this individualised intervention (delivered using a small group model), students will demonstrate marked growth by the end of 2021 with all students in intervention groups demonstrating growth the equivalent of 12 months or higher in the 2021 school year.</p> <p>Participate in individual or small group intervention program/s</p> <p>Teachers will:</p> <p>Identify students at risk due to falling behind or requiring extension due to remote learning.</p> <p>Plan for effective intervention through the use of assessment data.</p> <p>Communicate with the tutors around current learning goals and practices.</p> <p>Will develop IEPs for students at risk.</p>

	<p>Be involved in the progress of the identified students for intervention through case management meetings and leadership liaisons. As a result of this goal, staff will have a greater understanding of all students learning, will have participated in professional development on writing and implementing Individual Learning Plans, Use of data walls to track data and enhancing teaching and learning through the small group model of intervention.</p> <p>Leadership will:          Allocate time for tutoring to occur with a dedicated timetable.          Provide time for professional development as required.          As a result of this catch up priority goal, ongoing intervention will be enhanced utilising the small group model and staff will be provided with the skills required to implement intervention using a case management approach in 2021 and beyond.</p>			
<p><b>Success Indicators</b></p>	<p>WHOLE SCHOOL:          Planning documents based around differentiation          Visible use of the HITS in whole school documentation</p> <p>CLASSROOM LEVEL:          Growth in assessment results relevant to the needs of each individual child.          PAT M Pre and Post Data          Fountas and Pinnell (tracked on data wall)          School and Cluster Moderation - using the Andrell Education Australian Criterion Scale (tracked on School and Cluster data walls)          Teacher Judgements (based on triangulated data)          Teacher, Parent and Professional Input on Progress.</p> <p>TAILORED and INDIVIDUAL LEVEL:          Review of IEP goals at the end of each cycle.</p>			
<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>Continue with school based intervention program run by ES staff.</p>	<p><input checked="" type="checkbox"/> Education Support  <input checked="" type="checkbox"/> Learning Specialist(s)  <input checked="" type="checkbox"/> Literacy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$7,000.00   <input checked="" type="checkbox"/> Equity funding will be used</p>

Staff will complete the DET screening tool along with current school assessments to identify students who are at risk.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
School to employ a suitable person to undertake the tutoring program within our school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$35,000.00  <input type="checkbox"/> Equity funding will be used
Staff will develop IEPs in, literacy, numeracy and social, emotional wellbeing as required in consultation with families.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <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
Using assessments from Semester 2 2020, including letter ID/sound identification, Fountas and Pinnell benchmark and work samples of letter formation and sentence construction, students will be identified as being targeted for catch-up based on low growth and being below expected level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Results from the tutoring program will be continuously monitored for effectiveness and growth.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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

Ensure Data Walls are up to date to support professional discussions with staff regarding inclusion in intervention groups.	<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
Provide professional development opportunities for staff delivering the small group intervention sessions to ensure targets are met. This will be through a mentoring program with an experienced teacher.	<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
Prioritise intervention/tutoring by timetabling consistent, daily intervention (where possible).	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Development of Individual Learning Plans (ILP) for targeted students reviewed each term at SSG with updates on progress and goal achievement.	<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
A program of daily, small group intervention will be implemented utilising the Small Group Learning Guide to focus on point of need and link learning to Intentions and Success Criteria.	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Intervention teacher will liaise with Classroom Teacher and Leadership to discuss ongoing progress as well as ways of transferring learning and processes in the classroom	<input checked="" type="checkbox"/> Literacy Support <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

Time will be allocated weekly for the classroom teacher and literacy intervention teacher to discuss progress, strategies and future goals.	<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>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Implement programs - Respectful Relationships, to build students connections and relationships across the school			
<b>Outcomes</b>	<p>Students will: Have positive and resilient relationships with others. Have a positive attitude towards themselves and their learning. Feel as though they are an important part of our school community.</p> <p>Teachers will: Provide students to engage in activities that support and develop positive and resilient relationships with others. Support students to develop a greater awareness of themselves personally and academically Feel as though they are an important part of the school community</p> <p>Leadership will: Timetable activities that will help to build the connections and positive relationships across the school and the wider school community.</p>			
<b>Success Indicators</b>	<p>WHOLE SCHOOL LEVEL: AToS Social Engagement Sense of Connectedness to increase from *****% (2020) to *****% (2021) AToS Learner Characteristics and Dispositions Sense of Confidence to increase from *****% (2020) to *****% (2021) Motivation and Interest to increase from *****% (2020) to *****% (2021) possibly look at just maintaining these rather than increasing. Documentation of frameworks, policies or programs Shared PL goals documented in staff PDPs Curriculum documentation reflecting social and emotional learning Visibility of values and expectation within the college</p>			

**CLASSROOM LEVEL:**  
 Students engagement in wellbeing programs (feedback, participation, classroom observations)  
 Documentation of resources for wellbeing programs  
 Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns  
 Teacher surveys on effectiveness of programs, referral process (google form Semester 1 and 2)  
 Teacher reports of student wellbeing concerns (Compass Chronicle, Student wellbeing referral forms)

**INDIVIDUAL AND TAILORED LEVEL:**  
 Data used to identify students in need of targeted support (data wall, At Risk Planning Tool)  
 Sharing of documentation of strategies students will use in classes and at school  
 Student engagement and assessment data from attitudes to school survey  
 Appointment/staffing of programs

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify students at risk socially and emotionally.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Explore relevant social and emotional programs that could be implemented such as Friends for Life and Respectful Relationships.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Setup individual, small group or whole school social/emotional programs to develop children's wellbeing with designated time within the timetable.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Monitor the implementation and success of the social and emotional programs being utilised.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used
Begin to develop a wellbeing curriculum that is implemented across the whole school.	<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
Employ a school based Speech Therapist to deliver a program to identified students	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,697.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen the partnerships we have with parents by improving communication strategies. Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner. Teachers and Students collaborate in learning partnerships in and beyond the school.			
<b>Outcomes</b>	<p><b>STUDENTS WILL:</b>            Feel connected to their school            Have positive attitudes to attendance            Feel cared for &amp; valued by peers, staff and school leaders</p> <p><b>TEACHERS WILL:</b>            Record weekly check-ins with students to monitor health &amp; wellbeing            Implement the College Communication Strategy            Mark their rolls accurately and follow up any absence concerns with YLCs Assistant Principal or Principal            Will be approachable to students who are experiencing wellbeing issues</p>			

	<p><b>PARENTS/CARERS WILL:</b>          Feel confident they can find the information they need easily to understand how their child is progressing          Feel confident about approaching the school with problems they or their child are experiencing          Feel positive about the school</p> <p><b>LEADERS WILL:</b>          Develop and implement the College Communication Strategy          Incorporate into the use of strategy digital technology to monitor student/family health, wellbeing and academic success          Prioritise time for staff to communicate and build relationships with parents and carers          Prioritise time for staff to complete check-ins with individual students          Develop a method to monitor impact of this strategy          Establish a way to monitor parent interaction with College Staff and the outcomes of the interaction</p>			
<p><b>Success Indicators</b></p>	<p><b>WHOLE SCHOOL:</b>          Leaders have lead and supported the implementation of the College Communication Strategy          Leaders have developed and implemented a strategy to monitor student/family health, wellbeing and academic success          Leaders have prioritised time for staff to complete check-ins with individual students          Leaders have prioritised time for staff to communicate and build relationships with parents and carers including those that are hard to reach</p> <p><b>CLASSROOM LEVEL:</b>          Teachers record weekly check-ins with students          Teachers communicate regularly with parents and carers in a way that is accessible to all parents/careers, including those that are hard to reach</p> <p><b>INDIVIDUAL and TAILORED LEVEL:</b>          Students show they are connected to the school through their actions and student surveys          Students attend school regularly and have no unapproved absence days recorded          Students show they feel cared for and valued by peers, staff and school leaders through their actions and student surveys          Parents will provide positive feedback</p>			
<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>

Investigate possible ways of parents staying connected with each other	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Explore a way to stream assemblies	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Use of WEBEX for interviews	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Explore the ways that we can continue to use Compass for communication	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
School Values - display for the values in the Office Building.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Google Classroom trial	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve student outcomes in writing
<b>12 Month Target 2.1</b>	Increase NAPLAN writing high relative growth data from 6 per cent (2019 baseline) to 20 per cent by 2021.
<b>12 Month Target 2.2</b>	Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 5 per cent (2019 baseline) to 20 per cent by 2021.
<b>12 Month Target 2.3</b>	Decrease NAPLAN low growth in writing from 19 per cent (2019 baseline) to 10 per cent by 2021.
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capacity in the explicit teaching of writing
<b>Actions</b>	<p>Embed the use of high impact teaching strategies in writing across the school in all classrooms</p> <p>Embed the use of student goal setting and reflection processes</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Achieve success and articulate their growth in their writing</li> <li>Actively contribute to the co construction of success criteria in writing</li> <li>Be clear in their next goals and areas of improvement in writing</li> <li>Be engaged and motivated writers who have choice in writing and are able to write for extended periods of time every day.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Develop a greater understanding of what high quality writing entails through the continued exploration of writing in line with the work completed with Misty.</li> <li>Provide differentiated teaching through the analysis of assessment in writing</li> <li>Collaboratively Plan for effective teaching of writing through evidence based high impact teaching strategies.</li> <li>Monitor and plan for student growth based on achievement using the data wall &amp; case management approach</li> <li>Implement effective teaching strategies that challenge and promote student writing e.g. mentor texts</li> <li>Be open and reflective of their teaching practice in writing</li> <li>Use student feedback to regularly monitor the effectiveness of the writing program in meeting student learning needs and establishing challenging learning intentions</li> </ul> <p>Leadership will:</p>

	<p>Operate as instructional leaders to ensure rigorous conversation about teaching and learning in writing occurs through PLC's and PLT's</p> <p>Identify and give evidence of growth of writing across the school</p> <p>Plan for learning walks and peer observation to support staff to reflect on their teaching practice</p>			
<p><b>Success Indicators</b></p>	<p><b>WHOLE SCHOOL:</b></p> <p>Leaders will embed consistent teaching approaches to writing</p> <p>Leaders will prioritise PL for teachers in writing, formative assessment</p> <p>Leaders will prioritise time in the meeting schedule and through PLC to unpack student data in writing</p> <p>Leaders will develop protocols for PLC's</p> <p>Staff opinion; teaching and learning evaluation:</p> <p>Use student feedback to improve practice to increase from 50% (2020) to 70% (2021)</p> <p>Staff opinion; Teaching and learning implementation:</p> <p>Knowledge of high impact teaching strategies from 63% (2020) to 80% (2021)</p> <p>Use high impact teaching strategies from 63% (2020) to 80% (2021)</p> <p><b>CLASSROOM LEVEL:</b></p> <p>Teachers will actively participate in collaborative planning in Units and across the school to improve consistency of practice</p> <p>Teachers will participate in PLC's</p> <p>Teachers use consistent whole-school assessment schedule</p> <p>Teachers contribute to and use the data wall</p> <p>Teachers use consistent formative and summative assessment to continually adjust their teaching, as reflected in their curriculum planning</p> <p>Teachers have developed and updated IEPs</p> <p>NAPLAN Writing 2019</p> <p>Maintain 45% of students achieving in the top 2 bands in year 3 2019 to year 5 2021</p> <p>Maintain 100% at or above expected level</p> <p><b>TAILORED INDIVIDUAL LEVEL:</b></p> <p>Students will be able to articulate their learning goals in writing</p> <p>Students can reflect on their learning goals, both short and long-term</p> <p>Student's have timetabled allocation of support</p>			
<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>

Review current classroom practice relating to the instructional model and explicit teaching for writing.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
PLT's implemented in high impact teaching strategies - Mentor texts, worked examples, bump it up walls, modeled/shared/interactive writing etc	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC /case management process implemented for identified students to address growth in writing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional development sessions to explore high impact teaching strategies for effective writing with the workshop model using outside consultancy e.g. conferring, mini lesson, small group explicit teaching etc	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
PLT's implemented for staff training in the traits of writing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and implement a school wide process for establishing writing conferences and individual student goal setting	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
At the first PLT each term teachers will review and update explicit teaching practices of writing in line with the agreed teaching and learning/instructional model using the agreed routine.	<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
Staff will agree on a set routine as to how we will regularly feedback as to how they are progressing with implementing the explicit teaching of writing.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed learning walks and talks	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve students' outcomes in numeracy			
<b>12 Month Target 3.1</b>	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 21 per cent (2019 baseline) to 28 per cent by 2021.			
<b>12 Month Target 3.2</b>	Increase the percentage of students in the top two bands in Year 5 NAPLAN from 19 per cent (2019 baseline) to 25 per cent by 2021.			
<b>12 Month Target 3.3</b>	Increase the percentage of students above expected levels in the Teacher Judgement data from 16 per cent (2019 baseline) to 25 per cent by 2021.			
<b>KIS 1</b> Curriculum planning and assessment	Audit and refine numeracy assessment practices			

<b>Actions</b>	<p>Review and update documents and processes to ensure quality assessment practices in numeracy.</p> <p>Build leadership capability to implement a quality, school-wide numeracy program.</p>
<b>Outcomes</b>	<p>Students will be:  Confident to participate in the school-wide assessment tools.  Better able to identify their own performance and set personal goals based on feedback.</p> <p>Teachers will:  Be aware of which assessment tools need to be implemented within their classroom.  Use common assessment tasks within their units and across the school.  Regularly monitor and assess student progress in line with the agreed timelines.  Confidently refer to evidence-based data to inform their planning.  Have an awareness and understanding of what a quality school-wide numeracy program entails.</p> <p>Leadership will:  Operate as instructional leaders to ensure rigorous conversation about teaching and learning in numeracy occurs through PLC's and PLT's  Identify and give evidence of growth of numeracy across the school</p>
<b>Success Indicators</b>	<p><b>WHOLE SCHOOL:</b>  Leaders will use multiple sources of evidence to monitor effective use of FISO improvement cycle in their teaching and learning practices  Leaders will develop a range of support strategies that will best meet the learning needs of staff, including supporting staff to develop, implement and achieve their own PDP goals</p> <p><b>CLASSROOM LEVEL:</b>  Teachers use consistent whole-school assessment schedule  Teachers contribute to and use the data wall  Teachers use consistent formative and summative assessment to continually adjust their teaching, as reflected in their curriculum planning</p>

	Teachers have developed and updated IEPs			
	INDIVIDUAL TAILORED LEVEL: Students can articulate their learning goals, both short and long-term Students can reflect on their learning goals, both short and long-term Student's have timetabled allocation of support			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and trial a Teacher & Learning Model for Numeracy to create consistency across the school. Mentor and partner a classroom teacher from the Numeracy Team.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage with the SIP Numeracy Team (lead by Megan Teefey [EIL]) to build capacity of the middle leaders.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Numeracy Team to create a Whole School Data Wall to track student performance and within units and across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Revisit and redefine the Numeracy Assessment Schedule for 2021 to take into account new assessment platforms, their use and the timing for recoding student progress at key times of the year.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement learning walks to gain an understanding of the teaching and learning currently occurring in KVPS classrooms	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Numeracy Leader		to: Term 4	<input type="checkbox"/> Equity funding will be used
Make use of Regional resources for assessment (VC SAT)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Survey students to identify their current perceptions of themselves as mathematicians and learners of numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participate in the Primary Maths Initiative - two experienced classroom teachers to be release 0.4 to lead the implementation of the improved teaching and learning program for Numeracy in 2022	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$14,697.00	\$14,697.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$14,697.00</b>	<b>\$14,697.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue with school based intervention program run by ES staff.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$7,000.00	\$7,000.00
Employ a school based Speech Therapist to deliver a program to identified students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$7,697.00	\$7,697.00
<b>Totals</b>			<b>\$14,697.00</b>	<b>\$14,697.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional development opportunities for staff delivering the small group intervention sessions to ensure targets are met. This will be through a mentoring program with an experienced teacher.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Use of WEBEX for interviews	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Google Classroom trial	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT's implemented in high impact teaching strategies - Mentor texts, worked examples, bump it up walls, modeled/shared/interactive writing etc	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

PLC /case management process implemented for identified students to address growth in writing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional development sessions to explore high impact teaching strategies for effective writing with the workshop model using outside consultancy e.g. conferring, mini lesson, small group explicit teaching etc	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
PLT's implemented for staff training in the traits of writing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed learning walks and talks	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback			
Engage with the SIP Numeracy Team (lead by Megan Teefey [EIL]) to build capacity of the middle leaders.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Participate in the Primary Maths Initiative - two experienced classroom teachers to be release 0.4 to lead the implementation of the improved teaching and learning program for Numeracy in 2022	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site 2 teachers will participate in the off-site learning component and then bring this work back into the school Term 3 and 4 to embed change in teacher practice 2022