

2021 Annual Implementation Plan

for improving student outcomes

Pascoe Vale Primary School (3081)



Submitted for review by Anne Naughton (School Principal) on 19 February, 2021 at 02:26 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 19 February, 2021 at 02:39 PM
Endorsed by Paul Wise (School Council President) on 22 February, 2021 at 11:27 AM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>The school continues to progress particularly in the areas set out in our strategic plan. There was some negative impact on student learning and professional learning delivery throughout 2020 due to COVID 19. However, our focus successfully pivoted to the delivery of quality remote learning programs and the well being and health of our students, staff and community. Whole staff professional learning was implemented during term 1 and then continued at team level during remote learning phases of the year.</p> <p>We achieved a continued focus on teaching and learning throughout the 2020 year, and learning catch up and student assessment were focus areas for term 4. Our vision of progress continues to incorporate the key elements of summative and formative assessment, professional development and team/PLC planning, with each element being closely aligned and implemented with deliberate intent across the school. Clarity around each of these elements allowed teams to continue their work remotely, consistently planning and delivering sequential units of work.</p> <p>Student leadership initiatives have continued throughout remote learning with student led assemblies and Junior School Council both continuing in modified formats. As far as possible, students reflected on their work progress online and parents continued to receive ongoing Learning Progress Reports throughout the year, along with written mid and end of year reports.</p>
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	<p>Parent engagement with their child/ren learning increased, and was critical during the remote learning phase.</p>
<p>Considerations for 2021</p>	<p>Our challenge is to continue the positive upward student learning data trend for all student cohorts, in all key learning areas. A continued focus on building staff capacity to refine their practice in the delivery of high quality, consistent teaching and learning programs will remain, supplemented by the modified school wide PDP and professional learning program. Ensuring the professional growth of staff will also be achieved through continued modelling of classroom practice, the provision of feedback, coaching and mentoring from our Literacy Coach, Learning Specialists and the curriculum/professional learning Assistant Principal.</p> <p>Team planning opportunities and full implementation of our assessment schedule will be resourced, ensuring the learning needs of all students are identified. Student learning data will continue to inform explicit planning, consistent classroom implementation, and FISO based cycles of improved teaching practice across the school.</p> <p>The Pivot Student Survey, rescheduled in 2020 due to COVID, will be implemented in 2021 to assist in monitoring and further embedding student voice and the creation of positive classroom learning environments.</p> <p>A focus on increased student agency and developing self efficacy as learners, will align with our work in further embedding 21 century learning skills through Inquiry based units of work.</p> <p>Writing moderation and cross marking of assessment tasks to ensure accuracy in relation to ongoing Learning Progress Reports is a targeted growth area for 2021.</p> <p>Additional Assistance will continue for at risk students in the areas of mathematics and student writing. This program will be expanded in 2021 in line with DET priorities.</p> <p>The priority areas of Learning, Catch Up and Extension, Active and Healthy Kids and Connected Schools will form the core of the 2021 AIP.</p>
<p>Documents that support this plan</p>	<p>Confidential cohorts analysis (PSD, Koorie, OOH, Vulnearble, disengaged students).docx (0.03 MB) Curriculum Vision PVPS.docx (0.1 MB) ILP Cade Stone Term Three.docx (0.12 MB) ILP.pdf (2.08 MB) Managment Plan- Noah.docx (0.77 MB) Newsletter data 2020.docx (0.09 MB) parent engagment 2020 AIP.docx (0.13 MB) PSDMS Resource Allocation List.xls (0.04 MB) Re-engagment Plan Angus Schindler.doc (0.08 MB) Re-engagment Plan Bashir S 34P Term Four.doc (0.08 MB) Re-engagment Plan Zara Allouche 2020.doc (0.08 MB)</p>

SSP Goals Targets and KIS

Goal 1	For all students to be empowered and challenged to achieve high learning growth in literacy, numeracy, and 21 century inquiry learning.
Target 1.1	<p><u>VICTORIAN CURRICULUM:</u></p> <ul style="list-style-type: none">• By 2020 minimum one year's growth for 85% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards. <p><u>NAPLAN :</u></p> <ul style="list-style-type: none">• By 2021, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be at or above the results for primary schools with similar characteristics as measured by the 'Pascoe Vale's Supplementary Panoramic Report'.• NAPLAN growth to show minimum two years growth between years 3-5 in literacy and numeracy. <p><u>Student Attitude to School Survey</u></p> <ul style="list-style-type: none">• Each year of the review period, Student Attitudes to School Survey factors: learning confidence, stimulated learning and teacher effectiveness be at or above similar schools and in the fourth quartile• By 2020 in the Student Attitude to School Survey in the 'Social Engagement' domain 'Student Voice and Agency', 'School Connectedness' and 'Sense of Inclusion' to be at or above similar school and maintaining greater than 90% positive responses.• By 2020 in the Student Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar schools and maintain greater than 90% positive responses.

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop the capacity of all staff in implementing effective assessment practices and analysing data, to ensure that the progress of each student is closely monitored, students working above and below expected standards are identified and planning addresses each student's learning needs to ensure maximum learning growth.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed agreed high impact teaching strategies that underpin effective teaching and learning, including innovative, engaging practices which have an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy).
Goal 2	To enhance student health and well being.
Target 2.1	<u>PARENT OPINION SURVEY:</u> <ul style="list-style-type: none"> • By 2020 in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 70% positive responses.
Key Improvement Strategy 2.a Parents and carers as partners	To implement and further extend the home school connections with a focus on student learning.
Goal 3	Support 2021 Priorities
Target 3.1	To develop all staff capacity to improve learning, engagement and wellbeing of students with a focus to address the impacts of the COVID disruption. An increase in parents connectedness to the school.
Key Improvement Strategy 3.a	Learning, Catch Up and Extension Priority

Building practice excellence	
Key Improvement Strategy 3.b Health and wellbeing	Happy, Active and Healthy Kids Priority
Key Improvement Strategy 3.c Building communities	Connected Schools Priority

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>For all students to be empowered and challenged to achieve high learning growth in literacy, numeracy, and 21 century inquiry learning.</p>	<p>No</p>	<p><u>VICTORIAN CURRICULUM:</u></p> <ul style="list-style-type: none"> • By 2020 minimum one year's growth for 85% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards. <p><u>NAPLAN :</u></p> <ul style="list-style-type: none"> • By 2021, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be at or above the results for primary schools with similar characteristics as measured by the 'Pascoe Vale's Supplementary Panoramic Report'. • NAPLAN growth to show minimum two years growth between years 3-5 in literacy and numeracy. <p><u>Student Attitude to School Survey</u></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p>

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To enhance student health and well being.	No	<p><u>PARENT OPINION SURVEY:</u></p> <ul style="list-style-type: none"> • By 2020 in the Parent Opinion Survey in the 'Parent Community Engagement' domain 'Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 70% positive responses. 	

Support 2021 Priorities	Yes	<p>To develop all staff capacity to improve learning, engagement and wellbeing of students with a focus to address the impacts of the COVID disruption.</p> <p>An increase in parents connectedness to the school.</p>	<p>KIS 1A Learning, Catch Up and Extension Priority In 2021 95% of Foundation students will achieve Level 5 reading or above and 15% will achieve Level 10 or above. In 2021 90% of Grade 1 students will achieve Level 15 reading or above and 10% will achieve level 18 or above. In 2021 90% of Grade 2 students will achieve Level 20 reading or above and 10% will achieve Level 20 or above. In 2021 90% of Grade 2-6 students will achieve at level in Pat R reading comprehension assessment and 20 % will achieve above expected level In 2021 90% of Grade 3-6 students will achieve one full test level growth in PROBE reading assessment In 2021 85% of Grade 3-6 students will achieve at level in PAT M assessment and 15% will achieve above expected level KIS1B Happy, Active and Healthy Kids By the end of 2021 in the Attitudes to School Survey Social Engagement Domain 'Sense of Connectedness' (2019 78% 2020 84%) to be at or above similar school and maintaining greater than 80% (80%similar schools 2020) positive responses. 'Student Voice and Agency' 2019 70% 2020 70%) to be at or above similar school and maintaining greater than 70% (64%similar schools 2020) positive responses. KIS1C Connected Schools Priority.</p>
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			<p>By the end of 2021 in the Parent Opinion Survey</p> <p>Connection and Progression Module 'Student Connectedness' (2019 91% 2020 90%) to be at or above similar school and maintaining greater than 90% (89%similar schools 2020) positive responses.</p> <p>'Parent Community Engagement Module 'Parent Participation and Involvement' (2019 85% 2020 74%) to be at or above similar school and maintaining greater than 76%(similar schools 2020) positive responses.</p> <p>School Communication' (2019 86% 2020 76%) to be at or above similar school and maintaining greater than 82%(similar schools 2020) positive responses.</p> <p>'Teacher Communication' (2019 86% 2020 70%) to be at or above similar school and maintaining greater than 72%(similar schools 2020) positive responses.</p>
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Goal 1	Support 2021 Priorities
12 Month Target 1.1	<p>KIS 1A Learning, Catch Up and Extension Priority</p> <p>In 2021 95% of Foundation students will achieve Level 5 reading or above and 15% will achieve Level 10 or above.</p> <p>In 2021 90% of Grade 1 students will achieve Level 15 reading or above and 10% will achieve level 18 or above.</p> <p>In 2021 90% of Grade 2 students will achieve Level 20 reading or above and 10% will achieve Level 20 or above.</p> <p>In 2021 90% of Grade 2-6 students will achieve at level in Pat R reading comprehension assessment and 20 % will achieve above expected level</p> <p>In 2021 90% of Grade 3-6 students will achieve one full test level growth in PROBE reading assessment</p> <p>In 2021 85% of Grade 3-6 students will achieve at level in PAT M assessment and 15% will achieve above expected level</p> <p>KIS1B Happy, Active and Healthy Kids</p>

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Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Learning, Catch Up and Extension Priority	Yes
KIS 2 Health and wellbeing	Happy, Active and Healthy Kids Priority	Yes
KIS 3 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.

These KIS are a focus due to the impact of COVID 19 and huge disruption to 2020. Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind, despite their best efforts and those of their families and teachers. We will support both those who need it to catch up and those who have thrived to continue to extend their learning.

Define Actions, Outcomes and Activities

Goal 1	Support 2021 Priorities
12 Month Target 1.1	<p>KIS 1A Learning, Catch Up and Extension Priority</p> <p>In 2021 95% of Foundation students will achieve Level 5 reading or above and 15% will achieve Level 10 or above.</p> <p>In 2021 90% of Grade 1 students will achieve Level 15 reading or above and 10% will achieve level 18 or above.</p> <p>In 2021 90% of Grade 2 students will achieve Level 20 reading or above and 10% will achieve Level 20 or above.</p> <p>In 2021 90% of Grade 2-6 students will achieve at level in Pat R reading comprehension assessment and 20 % will achieve above expected level</p> <p>In 2021 90% of Grade 3-6 students will achieve one full test level growth in PROBE reading assessment</p> <p>In 2021 85% of Grade 3-6 students will achieve at level in PAT M assessment and 15% will achieve above expected level</p> <p>KIS1B Happy, Active and Healthy Kids</p> <p>By the end of 2021 in the Attitudes to School Survey</p> <p>Social Engagement Domain</p> <p>'Sense of Connectedness' (2019 78% 2020 84%) to be at or above similar school and maintaining greater than 80% (80%similar schools 2020) positive responses.</p> <p>'Student Voice and Agency' 2019 70% 2020 70%) to be at or above similar school and maintaining greater than 70% (64%similar schools 2020) positive responses.</p> <p>KIS1C Connected Schools Priority.</p> <p>By the end of 2021 in the Parent Opinion Survey</p> <p>Connection and Progression Module</p> <p>'Student Connectedness' (2019 91% 2020 90%) to be at or above similar school and maintaining greater than 90% (89%similar schools 2020) positive responses.</p> <p>'Parent Community Engagement Module</p> <p>'Parent Participation and Involvement' (2019 85% 2020 74%) to be at or above similar school and maintaining greater than 76%(similar schools 2020) positive responses.</p> <p>School Communication' (2019 86% 2020 76%) to be at or above similar school and maintaining greater than 82%(similar schools 2020) positive responses.</p> <p>'Teacher Communication' (2019 86% 2020 70%) to be at or above similar school and maintaining greater than 72%(similar schools 2020) positive responses.</p>
KIS 1 Building practice excellence	Learning, Catch Up and Extension Priority

<p>Actions</p>	<p>If we embed high impact teaching strategies and identify ways teaching practice can be improved through student achievement data and peer and student feedback, we will ensure maximum learning growth for all.</p> <p>We will:</p> <ul style="list-style-type: none"> -Continue to implement the school's curriculum vision aligning assessment, professional learning and team planning/PLC's -Continue to implement the school's assessment schedule to monitor student development and identify the learning needs of all students including high performing and at risk students -Identify students requiring tutoring and additional assistance and design tailored programs, monitoring learning development in reading, writing and numeracy -Review and strengthen the use of High Impact Teaching Strategies in all classrooms and programs through continued professional learning, planning documentation and program implementation -Review and strengthen teaching of vocabulary, writing and 21 Century Learning design through professional learning, planning documentation and program implementation -Improve and further develop moderation processes with particular emphasis on student writing and Learning Progress Reports aligned to reading, writing and numeracy teaching and learning -Collaboratively plan, document and deliver a sequential whole school curriculum based on the Victorian Curriculum and the school's teaching and learning model. -Develop teacher capacity to implement the FISO action learning cycle to assess, plan, deliver and re assess progress in all teams (PLC's) , in all core learning areas
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> -Be aware of themselves as learners, engage in metacognitive strategies, goal setting and articulation of what they learned and how -Increasingly develop the ability to articulate the learning intention of each lesson and understand how they can be successful -Provide feedback on classroom processes and the learning environment -Continuously improve on past performance <p>Teachers will:</p> <ul style="list-style-type: none"> -Regularly provide feedback to students on progress via assessment data and monitoring of classroom work (ongoing monitoring related to what students what students make, say, write and do) -Identify and articulate the "next steps" for student development and improvement -Collaboratively plan detailed learning sequences and units of work informed by student learning data and work samples. Ensure multiple entry points for a range of students -Undertake school wide and tailored individual and team professional learning on identified school AIP goals and initiatives -Implement the Pivot student survey to support the development of positive classroom learning environments -Regularly collect and analyse whole of school formative and summative data

Success Indicators	<ul style="list-style-type: none"> -Evidence of data collection and analysis used to inform sequential learning units of work across all curriculum areas -Evidence of detailed, differentiated units of work planned and implemented across the school, underpinned by the gradual release of responsibility model, differentiated and explicit teaching and effective pedagogical practice -Student learning will be delivered using school wide pedagogical practices including HITS, agreed lesson structures, focussed small group instruction and the gradual release of responsibility model -Evidence of teachers collaborating regularly in whole staff and in teams (PLCs) -Classroom observations and PDP processes will demonstrate implementation of professional learning focus areas and school curriculum development goals related to the A.I.P -Teachers scaffold student development, planning for and implementing the gradual release of responsibility model. From modelling to guided practice, to independence -Professional learning will be undertaken to extend whole staff understanding and implementation of High Impact Teaching Strategies, vocabulary, teaching writing, assessment moderation and 21Century Learning Design -The Pivot student survey will be implemented and an action response plan developed by each teacher, aligned to PDP processes. - Post tests will indicate growth and development in selected goal areas -Established opportunities for teachers to participate in structured mentoring and coaching programs -Established tutoring and additional assistance programs for identified at risk and extension students -Further development of documented school wide curriculum plans that address differentiated learning needs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further develop staff data literacy skills and understandings through implementing the school's assessment schedule, analysing data and identifying cohort learning needs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Monitor the progress of every student to identify students working at, above and below expected standards. Implement and monitor additional support programs in key learning areas	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Implement professional learning on moderation, focussing on student writing. Analyse development against previous levels of achievement	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Implement professional learning on moderation against Victorian Curriculum based units of work, focussing on Learning Progress Reports	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Implement professional learning on understanding and implementing High Impact Teaching Strategies, aligned to the FISO action research model, collaborative unit plans and agreed school wide pedagogical practices.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Further develop planning documentation aligned to reading, writing, numeracy and 21CLD programs, supporting student development through the Gradual Release of Responsibility model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement the school's agreed 21CLD unit planner and competencies, developing student agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the Pivot student survey across all school grades and specialist programs. Set goals and implement action plans to ensure the development of positive learning environments, student voice and student agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, Active and Healthy Kids Priority			
Actions	<p>Whole school level:</p> <ul style="list-style-type: none"> - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels - Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year - Embed/strengthen school within a school structures <p>Classroom Level:</p> <ul style="list-style-type: none"> - Continue to develop an existing wellbeing program SEEL - Establish an agreed approach to monitoring and responding to student wellbeing concerns - Build staff capacity to collect, analyse, monitor and respond to student engagement data <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills - Build relationships and engage with families of at-risk students 			
Outcomes	<p>Whole school level:</p> <ul style="list-style-type: none"> - Teachers will incorporate trauma informed practices in classes and in planning units of work through SEEL - Teachers will model and are consistent in agreed routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use - At-risk students will be identified and receive targeted support in a timely manner - Students will have strong relationships with peers 			

	<p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing. 			
Success Indicators	<p>Whole school level:</p> <ul style="list-style-type: none"> - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Curriculum documentation reflecting social and emotional learning <p>Classroom level:</p> <ul style="list-style-type: none"> - 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 reports of student wellbeing concerns <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Data used to identify students in need of targeted support - Documentation of strategies students will use in classes and at school - Appointment/staffing of programs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop curriculum units collaboratively with PLT's.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Develop peer-observation process as agreed by staff	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop documentation for whole school wellbeing program	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected Schools Priority			
Actions	<p>Whole School</p> <p>Strengthen engagement in regional and network communities of practice (Principal Collegiate COP Positive Education)</p> <p>Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning - Compass/Webex and Dojo)</p> <p>Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices</p> <p>Build staff capability to integrate digital learning -21 CLD program</p> <p>Plan for school facilities and grounds works that will mean every school is a great place to learn</p> <p>Classroom</p> <p>Continued digital channels of communication to provide regular updates on weekly student learning programs</p> <p>Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers</p> <p>Strengthen and embed digital learning in classes</p> <p>Strengthen relationships with parents/carers/kin and conduct regular pulse checks</p> <p>Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy - focus on team collaboration/culture of rigor - setting norms, high expectations and collective efficacy</p> <p>Individual</p>			

	<p>Revise the approach to follow up by working with parents/carers with specific needs. Ensure students requiring specific needs are engaged with supports Ensure the benefits of digital learning continue to be available to every student Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p>			
Outcomes	<p>Whole School Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin Classroom Teachers will be confident in integrating digital learning pedagogy Teachers will have strong relationships with students and parents/carers/kin Students will feel connected to their school and have positive attitudes to attendance Individual Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students Teachers can regularly connect with the parents/carers/kin of all students</p>			
Success Indicators	<p>Whole School Observations of the use of digital learning Documentation of school digital policies Whole school surveys (SSS, AToSS PIVOT Parent Survey) Student/staff/parent/carer/kin focus groups and interviews Class Class participation data Positive student survey data (internal surveys, AToSS PIVOT) Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks Pulse checks with parents/carers/kin (DOJO data, Sway data) Attendance Individual Attendance in intervention/tailored support programs T(utoring, School Intervention Programs) Number of referrals, documented outcomes of student referral meetings Frequency of communications with parents/carers/kin (DOJO data, Sway data compass data) Student perception and survey data (AToSS PIVOT) Parent/carer/kin surveys and interviews</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Expand community access to school newsletters, social media, and information sessions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Plan for on-going professional development on integrating digital learning/21CLD	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Strengthen relationships with external support networks and agencies and feeder/secondary schools,	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Document engagements with parents/carers/kin and follow up when difficult situations arise	<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
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events using digital tools that were successful during flexible and remote learning and continue to be implemented	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Routinely prioritise time in PLT meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$150,000.00	\$50,000.00
Grand Total	\$150,000.00	\$50,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provision of fulltime welfare and engagement Assistant Principal.	from: Term 1 to: Term 4		\$150,000.00	\$50,000.00
Totals			\$150,000.00	\$50,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Further develop staff data literacy skills and understandings through implementing the school's assessment schedule, analysing data and identifying cohort learning needs	<ul style="list-style-type: none"> ✓ All Staff ✓ Assistant Principal ✓ Literacy Improvement Teacher ✓ Numeracy Improvement Teacher ✓ PLC Leaders ✓ Teaching and Learning Coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ PLC Initiative ✓ Internal staff ✓ Numeracy leader 	<ul style="list-style-type: none"> ✓ On-site
Monitor the progress of every student to identify students working at, above and below expected standards. Implement and monitor additional support programs in key learning areas	<ul style="list-style-type: none"> ✓ All Staff ✓ Assistant Principal ✓ Literacy Improvement Teacher ✓ Numeracy Improvement Teacher 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Internal staff ✓ Learning Specialist ✓ Literacy Leaders ✓ Numeracy leader 	<ul style="list-style-type: none"> ✓ On-site

<p>Implement professional learning on moderation, focussing on student writing. Analyse development against previous levels of achievement</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Implement professional learning on moderation against Victorian Curriculum based units of work, focussing on Learning Progress Reports</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Implement professional learning on understanding and implementing High Impact Teaching Strategies, aligned to the FISO action research model, collaborative unit plans and agreed school wide pedagogical practices.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Further develop planning documentation aligned to reading, writing, numeracy and 21CLD programs, supporting student development through the Gradual Release of Responsibility model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Implement the school's agreed 21CLD unit planner and competencies, developing student agency</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Implement the Pivot student survey across all school grades and specialist programs. Set goals and implement action plans to ensure the development of positive learning environments, student voice and student agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Develop curriculum units collaboratively with PLT's.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop peer-observation process as agreed by staff	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Develop curriculum resources which reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop documentation for whole school wellbeing program	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Expand community access to school newsletters, social media, and information sessions	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan for on-going professional development on integrating digital learning/21CLD	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Strengthen relationships with external support networks and agencies and feeder/secondary schools,	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Document engagements with parents/carers/kin and follow up when difficult situations arise	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events using digital tools that were successful during flexible and remote learning and continue to be implemented	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Routinely prioritise time in PLT meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site