

2021 Annual Implementation Plan

for improving student outcomes

Shepparton East Primary School (1713)



Submitted for review by Stacey Willaton (School Principal) on 13 December, 2020 at 09:08 PM
Endorsed by Marian Lawless (Senior Education Improvement Leader) on 25 January, 2021 at 10:05 AM
Endorsed by David Fox (School Council President) on 10 February, 2021 at 09:10 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	Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Excelling
	Evaluating impact on learning	Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>Excellence in Teaching and Learning:</p> <ul style="list-style-type: none"> - Strong PLC systems and practices are in place, driving improved student learning outcomes and teacher practice. Learning walks, classroom observations and video observations combine to ensure teacher reflection of practice and the continual refinement of our learning programs. - The involvement in the Primary Math and Science Specialist School initiative has increased teacher capacity in Science and provided increased learning opportunities for all students. <p>Professional Leadership:</p> <ul style="list-style-type: none"> - Resources are strategically managed and research informs school improvement processes. Succession planning is evident in the distributive leadership model and induction processes in place. A clear line of sight can be seen from SSP to staff PDP with student outcomes and improved instructional knowledge being at the center of all decisions. <p>Positive climate for learning:</p> <ul style="list-style-type: none"> - PBS systems and practices provide a supportive, proactive and caring environment. Interventions and supports are data driven and evidence based. Student goal setting and conferencing, combined with common assessment and team planning provides an engaging curriculum that is differentiated to individual student need.
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	<p>Community engagement in learning:</p> <ul style="list-style-type: none"> - Daily opportunity to see classroom teachers and be involved in morning reading underpins the opportunity for parental involvement in students learning. Links with kindergartens and high schools, alongside sporting and 'arts' opportunities promote a sense of wider community and expose students to a well rounded education.
Considerations for 2021	<ul style="list-style-type: none"> - Staff changes - Further PLC training - DET Literacy and Numeracy Strategy - Support and extension - Happy, Healthy and Active kids - Constructing community links - Refinement of CoP strategy
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student literacy and numeracy outcomes from F-6.
Target 2.1	<ul style="list-style-type: none"> • Increased percentage of students in the top two bands in reading and writing, from 2018 NAPLAN benchmarks • Increased percentage of students in the top two bands in numeracy, from 2018 benchmarks
Target 2.2	<ul style="list-style-type: none"> • Decrease the percentage of students in the bottom two bands in reading and writing, from 2018 NAPLAN benchmarks • Decrease the percentage of students in the bottom two bands in numeracy, from 2018 benchmarks
Target 2.3	<ul style="list-style-type: none"> • Increase the percentage of students above expectations in teacher judgements in English domains, from 2017 benchmarks • Increase the percentage of students above expectations in teacher judgements

Key Improvement Strategy 2.a Building practice excellence	Implement the Victorian Teaching and Learning Model
Key Improvement Strategy 2.b Instructional and shared leadership	Build the capability of the school leadership team to build teacher capacity to implement the Victorian Literacy and Numeracy Strategy
Key Improvement Strategy 2.c Evaluating impact on learning	Through the Professional Learning Community (PLC) initiative, build teacher capability to utilize data and a range of assessment strategies to teach to each student's point of learning and evaluate the impact of teaching on learning
Goal 3	To further enhance the positive climate for learning in the school.
Target 3.1	Increasing positive endorsement of social engagement, school safety, effective teaching practice for cognitive engagement areas of the attitudes to school survey.
Target 3.2	Increasing positive school climate endorsement in staff opinion survey. Increasing the general school satisfaction in the parent opinion survey.
Target 3.3	Decrease the percentage of students with 20 or more absence days from the 2018 level.
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop a whole school inquiry model with clear purpose, consistency of practice and clear links to the Victorian Curriculum domains and standards to promote intellectual engagement of students.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop a comprehensive social and emotional curriculum element within the teaching of prosocial values and behaviours as part of the PBS framework to build student empowerment.
Key Improvement Strategy 3.c	Develop student voice, agency and leadership through implementation of the Amplify strategies.

Empowering students and building school pride	
Key Improvement Strategy 3.d Setting expectations and promoting inclusion	Review and refine transition and school programs to support students learning and wellbeing.

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To improve students outcomes through support and extension initiatives. To continue and strengthen community links as well as provide support to produce happy, healthy and active kids																				
To improve student literacy and numeracy outcomes from F-6.	Yes	<ul style="list-style-type: none"> Increased percentage of students in the top two bands in reading and writing, from 2018 NAPLAN benchmarks Increased percentage of students in the top two bands in numeracy, from 2018 benchmarks 	Increase the percentage of students in the top two bands in NAPLAN, from 2019 benchmarks. <table border="1"> <thead> <tr> <th></th> <th>Yr 3 2019</th> <th>2021</th> <th>Yr 5 2019</th> </tr> </thead> <tbody> <tr> <td>2021 Reading</td> <td>39%</td> <td>45%</td> <td>22%</td> </tr> <tr> <td>40% Writing</td> <td>42%</td> <td>45%</td> <td>13%</td> </tr> <tr> <td>25% Numeracy</td> <td>29%</td> <td>35%</td> <td>24%</td> </tr> <tr> <td>35%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Yr 3 2019	2021	Yr 5 2019	2021 Reading	39%	45%	22%	40% Writing	42%	45%	13%	25% Numeracy	29%	35%	24%	35%			
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Goal 1	2021 Priorities Goal		
12 Month Target 1.1	To improve students outcomes through support and extension initiatives. To continue and strengthen community links as well as provide support to produce happy, healthy and active kids		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.		

Goal 2	To improve student literacy and numeracy outcomes from F-6.			
12 Month Target 2.1	Increase the percentage of students in the top two bands in NAPLAN, from 2019 benchmarks.			
	Yr 3		Yr 5	
	2019	2021	2019	2021
Reading	39%	45%	22%	40%
Writing	42%	45%	13%	25%
Numeracy	29%	35%	24%	35%
12 Month Target 2.2	Decrease the percentage of students in the bottom two bands in NAPLAN, from 2019 benchmarks.			
	Yr 3		Yr 5	
	2019	2021	2019	2021
Reading	15%	12%	11%	10%
Writing	8%	8%	19%	15%
Numeracy	24%	20%	18%	15%
12 Month Target 2.3	Increase the percentage of students above expectations in teacher judgement in English and Numeracy domains, from 2019 benchmarks.			
Domain	Prep-6			
	2019	2021		
Reading and Viewing	27%	30%		
Writing	14%	20%		
Speaking and Listening	5%	10%		
Number / Algebra	18%	20%		
Measurement / Geometry	10%	15%		
Statistics / Probability	10%	15%		
Key Improvement Strategies			Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Implement the Victorian Teaching and Learning Model		No	

KIS 2 Instructional and shared leadership	Build the capability of the school leadership team to build teacher capacity to implement the Victorian Literacy and Numeracy Strategy	No
KIS 3 Evaluating impact on learning	Through the Professional Learning Community (PLC) initiative, build teacher capability to utilize data and a range of assessment strategies to teach to each student's point of learning and evaluate the impact of teaching on learning	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	With the overall goal 'To improve student literacy and numeracy outcomes from F-6', the initiative of 'Evaluating impact on learning' has been selected based on identified School Performance and NAPLAN data, as well as the need for further embedment of the school's systems for accountability, collaboration, classroom observation and the modelling of effective practice and feedback. The continued focus on consistency of pedagogy, practice and the further development of distributed leadership capacity across the schools operations is also required to optimise resources for effective team leadership, increased teacher capacity and improved student learning outcomes. Utilising the 'PLC initiative to build teacher capability' is the identified Key Improvement Strategy, where through expectations and support systems will be set to lift student outcomes by focusing on Practice Principals, HITS and a clear Pedagogical Model.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To improve students outcomes through support and extension initiatives. To continue and strengthen community links as well as provide support to produce happy, healthy and active kids
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ol style="list-style-type: none"> 1. Building teacher capacity to plan for and implement differentiated teaching, including capability to deliver targeted student support and extension in literacy and numeracy. 2. Develop teacher capacity to understand and effectively analyse multiple sources of student data to inform teaching and learning.
Outcomes	<p>Whole school level:</p> <ul style="list-style-type: none"> - Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support - Embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice - Revisit and strengthen the use of HITS in classrooms, with a focus on Feedback and Metacognitive Strategies - Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model, Writer's workshop) <p>Classroom level:</p> <ul style="list-style-type: none"> - Prioritise curriculum 'essentials': mathematics, reading, writing and science. Ensure these are taught across wider curriculum subjects - Establish/embed consistent approaches to formative assessment and frequent low-stakes testing - Use PLCs for staff to collaboratively plan units of work with a focus on differentiation - Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning - Build students' self-awareness and metacognitive skills <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - With staff input, establish a targeted support program for students - Establish a small group tutoring programs - Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons - Plan whole school professional learning on differentiation

	<ul style="list-style-type: none"> - Prioritise time for teachers to discuss and adapt strategies working for individual students - Build staff capacity to understand and implement IEPs - Work with ES and other teaching staff to assess learning and map progress against IEP goals 			
Success Indicators	<p>Whole School level:</p> <ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will use HITS to plan lessons and units - Teachers will consistently and explicitly implement the school's instructional model - Teachers and support staff will have a consistent understanding of core-curriculum priority areas - Students will know how lessons are structured and how this supports their learning <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers will develop an understanding of curriculum essentials to ensure mastery - Teachers will consistently implement the agreed assessment schedule - Teachers and leaders will regularly update data walls - Teacher will provide regular feedback and monitor student progress using data systems - Students will experience success and celebrate the acquisition of knowledge - Teachers will provide students with the opportunity to work at their level using differentiated resources <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported - Nominated or relevant teachers and leaders will establish intervention/small group tutoring - Students and teachers will have more time to work on content at the students point of need - Students will know what their next steps are to progress their learning 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

monitoring data throughout the year.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Establish processes for regular moderation of assessment	<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
Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support	<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
Implement small group numeracy/literacy intervention and extension groups both in and out of the classroom	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	1. Establish and embed routines and prioritise time in the school day and classes to revisit these regularly 2. Build staff capacity to collect, analyse, monitor and respond to student engagement data			

<p>Outcomes</p>	<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 - 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 - Leaders will strengthen engagement with regional and external support agencies - Teachers and leaders will integrate social-emotional learning into school practice, policies and programs <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 - Families of at-risk students will receive regular communication and support from the school - Students will experience more success in classes
<p>Success Indicators</p>	<p>Whole school level:</p> <ul style="list-style-type: none"> - Classroom and peer observations - Observations of changes to classroom practices - Internal and external professional learning attendance and shared readings for staff are documented - Shared PL goals documented in staff PDPs - 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) - Samples of student work - 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 - 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 - Student engagement and assessment data from regular classes - Appointment/staffing of programs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule PBS/RR professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop curriculum units collaboratively with PBS and RR team members	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish a regular time for the Wellbeing Team to speak and for staff to ask questions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Consult with staff on monitoring and referral processes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> - 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 - Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers - Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy 			
Outcomes	<p>Whole school level:</p> <ul style="list-style-type: none"> - 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 - Students and parents/carers/kin will feel as though they belong and are seen - The wider community will feel welcome in the school and regularly use school facilities <p>Classroom level:</p> <ul style="list-style-type: none"> - 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 <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students - All students will be connected to resources and learning opportunities - Teachers can regularly connect with the parents/carers/kin of all students 			
Success Indicators	<p>Whole school level:</p> <ul style="list-style-type: none"> - Observations and learning walks demonstrate use of digital learning - Whole school surveys (SSS, AToSS) - Student/staff/parent/carer/kin focus groups and interviews <p>Classroom level:</p> <ul style="list-style-type: none"> - Class participation data 			

	<ul style="list-style-type: none"> - Positive student survey data (internal surveys, AToSS) - Pulse checks with parents/carers/kin - Attendance <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Attendance in intervention/tailored support programs - Number of referrals, documented outcomes of student referral meetings - Frequency of communications with parents/carers/kin - Student perception and survey data - Parent/carer/kin surveys and interviews 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for ongoing professional development on integrating digital learning.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Prioritise collaboration time in PLCs and share effective digital learning and relationship building strategies.	<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
Routinely prioritise time in staff meetings to review engagement data and identify students and carers/parents at risk of disengagement	<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
Goal 2	To improve student literacy and numeracy outcomes from F-6.			
12 Month Target 2.1	Increase the percentage of students in the top two bands in NAPLAN, from 2019 benchmarks.			

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KIS 1 Evaluating impact on learning	Through the Professional Learning Community (PLC) initiative, build teacher capability to utilize data and a range of assessment strategies to teach to each student's point of learning and evaluate the impact of teaching on learning																									
Actions	<ol style="list-style-type: none"> 1. Enhance teacher knowledge and capacity to operate as a PLC. 2. Enhance teacher understanding of the inquiry cycle to improve student learning outcomes. 3. Enhance teacher understanding of the inquiry cycle to improve instructional practice. 																									
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - understand the characteristics of high-quality PLCs - engage in regular conversations about student learning - use PLC time to evaluate the impact of teaching on student outcomes 																									

	<ul style="list-style-type: none"> - implement inquiry cycles focusing on teacher instruction and student learning outcomes - self evaluate against the PLC maturity matrix and the HITS continuum of practice - participate in peer observations - give and receive feedback <p>School Leaders will:</p> <ul style="list-style-type: none"> - communicate high expectations about the PLC initiative - use multiple sources of evidence to track implementation of PLCs including barriers and enablers - model how to give and receive feedback - provide critical questioning as part of the inquiry cycle process - conduct regular learning walks - prioritise strategic resourcing of PLCs 			
<p>Success Indicators</p>	<p>Teachers:</p> <ul style="list-style-type: none"> - common lesson plans / work programs - notes from learning walks and observations - video clips of practice - student assessment and learning: Digital data walls; common assessment tasks; student work samples - school Staff Survey: Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice - PLC meeting minutes - PLC maturity matrix and the HITS continuum of practice evaluations <p>Leaders:</p> <ul style="list-style-type: none"> - minutes/agendas/presentations from staff meetings - SIT meeting minutes - notes from learning walks and observation notes - school Staff Survey: Academic emphasis; Guaranteed and Viable Curriculum; Collective focus on student learning - notes from PDP conversations (given/received feedback) - PLC meeting structures and minutes - financial and organisational documents 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Increase the data literacy of staff through effective data collection and analysis, professional learning and leadership support	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review structure and protocols for PLCs	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff complete ongoing Inquiry cycles focusing on improving instructional practice	<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
Whole school 5 week cycles in Numeracy, Literacy and PBS developed. Complete PD on teaching SPRINTS	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <input type="checkbox"/> Equity funding will be used
Year level teams self evaluate practice against PLC Maturity matrix and the HITS continuum of practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage in School Improvement Partnership Initiative	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,500.00 <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	\$128,500.00	\$59,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$128,500.00	\$59,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish resourcing for individual and tailored support programs	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Implement small group numeracy/literacy intervention and extension groups both in and out of the classroom	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$120,000.00	\$51,000.00
Hold professional learning for teachers implementing wellbeing programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,500.00	\$3,500.00
Totals			\$128,500.00	\$59,500.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Plan for and schedule PBS/RR professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships co-ordinators	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	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 ongoing professional development on integrating digital learning.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4		<input checked="" type="checkbox"/> PLC/PLT Meeting		
Increase the data literacy of staff through effective data collection and analysis, professional learning and leadership support	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Engage in School Improvement Partnership Initiative	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Visiting the two other schools. Some will be onsite at SEPS