

2020 Annual Implementation Plan

for improving student outcomes

Caulfield Primary School (5489)



Submitted for review by Peter Gray (School Principal) on 20 December, 2019 at 12:13 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 20 December, 2019 at 12:21 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

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| Enter your reflective comments | Our SIT has reflected on current practice & priorities, and has identified ongoing general progress. Areas of strength are especially in Community engagement in learning and Professional Leadership. Excellence in teaching & learning, while having shown improvement, continues to be our major focus |
| Considerations for 2020 | Taking into account our co-teaching model of instruction, due to the bilingual education we provide, about 40% of our English speaking classroom teachers will be new to the school, with several being quite inexperienced. It will be important to support these teachers not only in developing their general teaching capabilities but also the unique structures & challenges of our setting. Year 5/6 classes being displaced for one term during the provision of new classroom spaces may also be a consideration, possibly in the area of SVAL |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | To improve student learning outcomes. |
| Target 1.1 | <p>NAPLAN</p> <ul style="list-style-type: none"> -Ensure NAPLAN high relative growth is at or above the similar schools' figure annually & over the 4 years 2018 - 2021, in Reading, Writing and Numeracy -Achieve at or above similar schools' percentage of students in the top two bands of NAPLAN at Year 3 and Year 5 annually & over the 4 years 2018 - 2021, in Reading, Writing and Numeracy <p>Teacher Judgement</p> <ul style="list-style-type: none"> -Achieve an average of more than a year of learning growth for all students deemed capable, every 12 months (based on Semester 2 data), for the strands of reading & viewing, writing and number & algebra. <p>Teacher opinion</p> <ul style="list-style-type: none"> -Improve Teacher opinion against the 2017 measures of Guaranteed and viable curriculum (74.3% factor score) and Academic emphasis (72.5% factor score) <p>Student opinion</p> <ul style="list-style-type: none"> -Improve Student opinion against the 2017 measure of Differentiated learning challenge (26.8 percentile, Years 4-6) <p>Parent opinion</p> <ul style="list-style-type: none"> -Improve Parent opinion of positive responses for Stimulating learning environment (75% factor score) based on the 2017 benchmarks |
| Key Improvement Strategy 1.a Curriculum planning and assessment | 1.1. Develop, document, monitor and evaluate a fully integrated, sequential whole school curriculum plan. |

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| Key Improvement Strategy 1.b Curriculum planning and assessment | 1.2. Embed a consistent approach to student assessment which is used to inform targeted, rigorous learning opportunities for all students. |
| Goal 2 | Improve instructional practice and build leadership capacity |
| Target 2.1 | <p>Teacher judgement -Increase the differentiation within the teacher judgement Semester 2 data with less ‘C’s than the 2017 benchmarks and to more accurately reflect standardised testing for Reading, Writing & Numeracy at Year 3 and Year 5.</p> <p>Staff opinion -Improve Staff opinion of Collective efficacy (83.6 factor score) and Teacher collaboration (73.4 factor score) based on the 2017 benchmarks.</p> <p>Student opinion -Improve Student opinion of Effective teaching time (25.2 percentile), Stimulating learning (26.1 percentile) and High expectations (18.0 percentile) based on the 2017 benchmarks.</p> <p>Parent opinion -Improve Parent opinion of General satisfaction (7.7 percentile) and Stimulating Learning (16.0 percentile) based on the 2017 benchmarks.</p> |
| Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies | 2.1. Embed a culture of high expectations for all learners within whole school approaches to instructional practice, and the use of high-impact teaching strategies which are mirrored in both English and Japanese classrooms. |
| Goal 3 | Improve student engagement and agency. |
| Target 3.1 | Student opinion |

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| | <p>-Improve Student opinion of Sense of confidence (24.1 percentile), Motivation and interest (42.8 percentile), Self-regulation and goal setting (19.5 percentile), Sense of connectedness (29.0), Student voice and agency (25.1 percentile) based on the 2017 benchmarks.</p> <p>Parent opinion</p> <p>-Improve Student Motivation and support (9.9 percentile) and Student Connectedness (14.9 percentile) based on the 2017 benchmarks.</p> <p>-Improve Parent Opinion in Student agency and voice (5.4 percentile) and School pride and confidence (35.3 percentile) based on the 2017 benchmarks.</p> |
| <p>Key Improvement Strategy 3.a Empowering students and building school pride</p> | <p>3.1 Activate student voice, leadership and agency to empower students and enhance school pride.</p> |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|---------------------------------------|---------------------------------------|--|---|
| To improve student learning outcomes. | Yes | <p>NAPLAN</p> <ul style="list-style-type: none"> -Ensure NAPLAN high relative growth is at or above the similar schools' figure annually & over the 4 years 2018 - 2021, in Reading, Writing and Numeracy -Achieve at or above similar schools' percentage of students in the top two bands of NAPLAN at Year 3 and Year 5 annually & over the 4 years 2018 - 2021, in Reading, Writing and Numeracy <p>Teacher Judgement</p> <ul style="list-style-type: none"> -Achieve an average of more than a year of learning growth for all students deemed capable, every 12 months (based on Semester 2 data), for the strands of reading & viewing, writing and number & algebra. <p>Teacher opinion</p> <ul style="list-style-type: none"> -Improve Teacher opinion against the 2017 measures of Guaranteed and viable curriculum (74.3% factor score) and Academic emphasis (72.5% factor score) <p>Student opinion</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN</p> <ul style="list-style-type: none"> -Ensure NAPLAN high relative growth is at or above the similar schools' figure in Reading, Writing and Numeracy -Achieve at or above similar schools' percentage of students in the top two bands of NAPLAN at Year 3 and Year 5 in Reading, Writing and Numeracy <p>Teacher Judgement</p> <ul style="list-style-type: none"> -Achieve an average of more than a year of learning growth for all Year 3 & 5 students deemed capable in reading & viewing, writing and number & algebra. <p>Teacher opinion</p> <ul style="list-style-type: none"> -Improve Teacher opinion against the 2019 measures of Guaranteed and viable curriculum (83.5% factor score) and Academic emphasis (81.2% factor score) <p>Student opinion</p> <ul style="list-style-type: none"> -Improve Student opinion against the |

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| | | <p>-Improve Student opinion against the 2017 measure of Differentiated learning challenge (26.8 percentile, Years 4-6)</p> <p>Parent opinion -Improve Parent opinion of positive responses for Stimulating learning environment (75% factor score) based on the 2017 benchmarks</p> | <p>2019 measure of Differentiated learning challenge (38.4 percentile, Years 4-6)</p> <p>Parent opinion -Improve Parent opinion of positive responses for Stimulating learning environment (92% factor score) based on the 2019 benchmarks</p> |
| <p>Improve instructional practice and build leadership capacity</p> | <p>Yes</p> | <p>Teacher judgement -Increase the differentiation within the teacher judgement Semester 2 data with less 'C's than the 2017 benchmarks and to more accurately reflect standardised testing for Reading, Writing & Numeracy at Year 3 and Year 5.</p> <p>Staff opinion -Improve Staff opinion of Collective efficacy (83.6 factor score) and Teacher collaboration (73.4 factor score) based on the 2017 benchmarks.</p> <p>Student opinion -Improve Student opinion of Effective teaching time (25.2 percentile), Stimulating learning (26.1 percentile) and High expectations (18.0 percentile) based on the 2017 benchmarks.</p> <p>Parent opinion -Improve Parent opinion of General satisfaction (7.7 percentile) and Stimulating Learning (16.0 percentile) based on the 2017 benchmarks.</p> | <p>Based on 2019 benchmark reduce the percentage of letter grade Cs by 5% at Years 3 & 5 in Reading, Writing and Numeracy</p> <p>Year 3 Reading and Viewing 45.6% Writing 47.5% Number and Algebra 53.2%</p> <p>Year 5 Reading and Viewing 37% Writing 19% Number and Algebra 45.6%</p> <p>Improve teacher opinion based on 2019 benchmarks by 5% for *Collective efficacy 88.41% factor score *Teacher collaboration 76.3% factor score</p> <p>Improve student opinion based on 2019 benchmarks by 10% for *Effective teaching time 17.2 percentile *Stimulating learning 57.7 percentile</p> |

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| | | | <p>*High expectations 26.51 percentile</p> <p>Improve parent opinion based on 2019 benchmarks by 10% for</p> <p>*General satisfaction 66.3 percentile</p> <p>*Stimulating learning 71.72 percentile</p> |
| Improve student engagement and agency. | Yes | <p>Student opinion</p> <p>-Improve Student opinion of Sense of confidence (24.1 percentile), Motivation and interest (42.8 percentile), Self-regulation and goal setting (19.5 percentile), Sense of connectedness (29.0), Student voice and agency (25.1 percentile) based on the 2017 benchmarks.</p> <p>Parent opinion</p> <p>-Improve Student Motivation and support (9.9 percentile) and Student Connectedness (14.9 percentile) based on the 2017 benchmarks.</p> <p>-Improve Parent Opinion in Student agency and voice (5.4 percentile) and School pride and confidence (35.3 percentile) based on the 2017 benchmarks.</p> | <p>Improve student opinion based on 2019 benchmarks by 10% for</p> <p>* Sense of confidence 54.56 percentile</p> <p>* Motivation & interest 44.4 percentile</p> <p>* Self regulation & Goal setting 10.89 percentile</p> <p>* Sense of connectedness 31.79 percentile</p> <p>* Student voice & agency 58.9 percentile</p> <p>Improve parent opinion based on 2019 benchmarks by 10% for</p> <p>*Student motivation and support 40.7 percentile</p> <p>*Student connectedness 89.76 percentile</p> <p>*Student agency and voice 60.17 percentile</p> <p>*School pride and confidence 79.09 percentile</p> |

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| Goal 1 | To improve student learning outcomes. |
| 12 Month Target 1.1 | <p>NAPLAN</p> <p>-Ensure NAPLAN high relative growth is at or above the similar schools' figure in Reading, Writing and Numeracy</p> <p>-Achieve at or above similar schools' percentage of students in the top two bands of NAPLAN at Year 3 and Year 5 in</p> |

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| | <p>Reading, Writing and Numeracy</p> <p>Teacher Judgement -Achieve an average of more than a year of learning growth for all Year 3 & 5 students deemed capable in reading & viewing, writing and number & algebra.</p> <p>Teacher opinion -Improve Teacher opinion against the 2019 measures of Guaranteed and viable curriculum (83.5% factor score) and Academic emphasis (81.2% factor score)</p> <p>Student opinion -Improve Student opinion against the 2019 measure of Differentiated learning challenge (38.4 percentile, Years 4-6)</p> <p>Parent opinion -Improve Parent opinion of positive responses for Stimulating learning environment (92% factor score) based on the 2019 benchmarks</p> | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 1 Curriculum planning and assessment | 1.1. Develop, document, monitor and evaluate a fully integrated, sequential whole school curriculum plan. | No |
| KIS 2 Curriculum planning and assessment | 1.2. Embed a consistent approach to student assessment which is used to inform targeted, rigorous learning opportunities for all students. | No |

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| <p>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.</p> | <p>This content has been copy and pasted directly from our AIP 2019 (needs reworking etc) Caulfield Primary School has identified the need to improve student learning outcomes, especially in Reading, Writing and Numeracy, through the improvement in instructional practice and the continued building of leadership capacity. This reflects the FISO Priority of Excellence in teaching and learning. This will be achieved through a Professional Learning Team approach and will include a greater focus on measuring teacher impact using consistent data sources and increasing student voice and agency in the learning process. This is important as educational research shows that student growth and learning outcomes rarely advance beyond the capability of the teachers.</p> |
| <p>Goal 2</p> | <p>Improve instructional practice and build leadership capacity</p> |
| <p>12 Month Target 2.1</p> | <p>Based on 2019 benchmark reduce the percentage of letter grade Cs by 5% at Years 3 & 5 in Reading, Writing and Numeracy</p> <p>Year 3 Reading and Viewing 45.6% Writing 47.5% Number and Algebra 53.2%</p> <p>Year 5 Reading and Viewing 37% Writing 19% Number and Algebra 45.6%</p> <p>Improve teacher opinion based on 2019 benchmarks by 5% for *Collective efficacy 88.41% factor score *Teacher collaboration 76.3% factor score</p> <p>Improve student opinion based on 2019 benchmarks by 10% for *Effective teaching time 17.2 percentile *Stimulating learning 57.7 percentile *High expectations 26.51 percentile</p> <p>Improve parent opinion based on 2019 benchmarks by 10% for *General satisfaction 66.3 percentile *Stimulating learning 71.72 percentile</p> |

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| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Evidence-based high-impact teaching strategies | 2.1. Embed a culture of high expectations for all learners within whole school approaches to instructional practice, and the use of high-impact teaching strategies which are mirrored in both English and Japanese classrooms. | 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. | This content has been copy and pasted directly from our AIP 2019 (needs reworking etc) The PLT model has proven to achieve improved student learning. Much progress has been made in these areas in recent years, with the mirroring of English Literacy within Japanese Literacy teaching in 2018. Inquiry is used as the common basis from which curriculum will be developed and implemented. Area PLTs will need to continue to effectively look at curriculum, pedagogy, assessment and its use, while professional learning opportunities in leadership will continue to be provided | |
| Goal 3 | Improve student engagement and agency. | |
| 12 Month Target 3.1 | <p>Improve student opinion based on 2019 benchmarks by 10% for</p> <ul style="list-style-type: none"> * Sense of confidence 54.56 percentile * Motivation & interest 44.4 percentile * Self regulation & Goal setting 10.89 percentile * Sense of connectedness 31.79 percentile * Student voice & agency 58.9 percentile <p>Improve parent opinion based on 2019 benchmarks by 10% for</p> <ul style="list-style-type: none"> *Student motivation and support 40.7 percentile *Student connectedness 89.76 percentile *Student agency and voice 60.17 percentile *School pride and confidence 79.09 percentile | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Empowering students and building school pride | 3.1 Activate student voice, leadership and agency to empower students and enhance school pride. | 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.

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Define Actions, Outcomes and Activities

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| Goal 1 | To improve student learning outcomes. |
| 12 Month Target 1.1 | <p>NAPLAN -Ensure NAPLAN high relative growth is at or above the similar schools' figure in Reading, Writing and Numeracy</p> <p>-Achieve at or above similar schools' percentage of students in the top two bands of NAPLAN at Year 3 and Year 5 in Reading, Writing and Numeracy</p> <p>Teacher Judgement -Achieve an average of more than a year of learning growth for all Year 3 & 5 students deemed capable in reading & viewing, writing and number & algebra.</p> <p>Teacher opinion -Improve Teacher opinion against the 2019 measures of Guaranteed and viable curriculum (83.5% factor score) and Academic emphasis (81.2% factor score)</p> <p>Student opinion -Improve Student opinion against the 2019 measure of Differentiated learning challenge (38.4 percentile, Years 4-6)</p> <p>Parent opinion -Improve Parent opinion of positive responses for Stimulating learning environment (92% factor score) based on the 2019 benchmarks</p> |
| KIS 1 Curriculum planning and assessment | 1.2. Embed a consistent approach to student assessment which is used to inform targeted, rigorous learning opportunities for all students. |
| Actions | Enhance teacher ability to understand and analyse student data. |

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| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> * provide professional learning in analysis of data * attend PLT meetings to support teachers in analysis of data * facilitate data based conversations at every PLT meeting * introduce school-wide protocols for data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> * have an improved knowledge of how understanding of data can improve practice * be more confident and competent in the effective use of data to inform and improve practice, through differentiation * implement protocols for data analysis * use data to inform differentiation of classroom learning and teaching opportunities <p>Students will:</p> <ul style="list-style-type: none"> * access differentiated learning opportunities | | | |
| Success Indicators | <p>Leaders:</p> <ul style="list-style-type: none"> * Develop and implement professional learning program to support staff understanding of data analysis * Meeting minutes including data based conversations <p>Teachers:</p> <ul style="list-style-type: none"> * Planning documentation indicating differentiation * School based survey on teacher confidence in analysis of data * PLT meeting minutes reflecting the use and analysis of a range of data sets <p>Students:</p> <ul style="list-style-type: none"> * Student responses to surveys reflecting increased awareness of their learning needs being addressed | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Complete and analyse Pivot Survey in Term 2 and Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Meeting schedules to include regular data analysis | <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 |
| Create a Data Analysis Schedule reflecting the Assessment Schedule | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Learning Specialists to identify an Area PLT to coach in data analysis | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop and implement agreed protocols for data analysis | <input checked="" type="checkbox"/> Learning Specialist(s) <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 |
| Goal 2 | Improve instructional practice and build leadership capacity | | | |
| 12 Month Target 2.1 | Based on 2019 benchmark reduce the percentage of letter grade Cs by 5% at Years 3 & 5 in Reading, Writing and Numeracy Year 3 Reading and Viewing 45.6% Writing 47.5% Number and Algebra 53.2% Year 5 Reading and Viewing 37% Writing 19% Number and Algebra 45.6% | | | |

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| | <p>Improve teacher opinion based on 2019 benchmarks by 5% for</p> <ul style="list-style-type: none"> *Collective efficacy 88.41% factor score *Teacher collaboration 76.3% factor score <p>Improve student opinion based on 2019 benchmarks by 10% for</p> <ul style="list-style-type: none"> *Effective teaching time 17.2 percentile *Stimulating learning 57.7 percentile *High expectations 26.51 percentile <p>Improve parent opinion based on 2019 benchmarks by 10% for</p> <ul style="list-style-type: none"> *General satisfaction 66.3 percentile *Stimulating learning 71.72 percentile |
| KIS 1 Evidence-based high-impact teaching strategies | 2.1. Embed a culture of high expectations for all learners within whole school approaches to instructional practice, and the use of high-impact teaching strategies which are mirrored in both English and Japanese classrooms. |
| Actions | Enhance instructional practice through the effective use of high-impact teaching strategies. |
| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> * provide professional learning in high-impact teaching strategies * implement a meeting schedule, including regular discussion of high impact teaching strategies * develop whole school peer observation protocols <p>Teachers will:</p> <ul style="list-style-type: none"> * have an improved knowledge of high-impact teaching strategies, particularly meta-cognition and feedback * explore methods of differentiation based on feedback * display increased confidence and competency in the effective use of high-impact teaching strategies * have greater appreciation and awareness of benefits of peer observation <p>Students will:</p> <ul style="list-style-type: none"> * have greater opportunities to discuss how they learn * have increased ability to choose differentiated tasks that suit/challenge their learning needs |

| Success Indicators | <p>Leaders:</p> <ul style="list-style-type: none"> * professional learning program * meeting minutes/ agenda/ presentations * peer observation protocols and observation templates * Staff Opinion Survey <p>Teachers:</p> <ul style="list-style-type: none"> * planning documentation * meeting minutes * peer observation notes and reflection <p>Students:</p> <ul style="list-style-type: none"> * planning documentation | | | |
|---|---|--|----------------------------------|---|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Meeting schedules to include regular focus on high-impact teaching strategies | <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 |
| High-impact strategies and peer observation linked to teachers' Professional Development Plan goals | <input checked="" type="checkbox"/> School Improvement Team <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 |
| Provide professional development of coaching and mentoring best practice | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Explore methods of differentiation | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Goal 3 | Improve student engagement and agency. | | | |
| 12 Month Target 3.1 | <p>Improve student opinion based on 2019 benchmarks by 10% for</p> <ul style="list-style-type: none"> * Sense of confidence 54.56 percentile * Motivation & interest 44.4 percentile * Self regulation & Goal setting 10.89 percentile * Sense of connectedness 31.79 percentile * Student voice & agency 58.9 percentile <p>Improve parent opinion based on 2019 benchmarks by 10% for</p> <ul style="list-style-type: none"> *Student motivation and support 40.7 percentile *Student connectedness 89.76 percentile *Student agency and voice 60.17 percentile *School pride and confidence 79.09 percentile | | | |
| KIS 1 Empowering students and building school pride | 3.1 Activate student voice, leadership and agency to empower students and enhance school pride. | | | |
| Actions | Develop and implement a whole school approach to Student Voice, Agency & Leadership (SVAL) | | | |
| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> * have developed a whole school approach to SVAL * implement a meeting schedule, including regular discussion of SVAL * regularly monitor the implementation of SVAL <p>Teachers will:</p> <ul style="list-style-type: none"> *use Pivot survey results to optimise SVAL in teaching practice * prioritise SVAL in the PLT meeting discussions * visibly incorporate feedback from students into their teaching practice | | | |

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| | <p>* articulate to students instances of SVAL and influence on teaching and learning</p> <p>Students will:</p> <ul style="list-style-type: none"> * have increased opportunity for SVAL * have a greater awareness of how SVAL is having an impact on teaching and learning * clearly articulate their knowledge and understanding of SVAL | | | |
| Success Indicators | <p>Leaders:</p> <ul style="list-style-type: none"> * documented whole school approach to SVAL * meeting minutes/agenda/ presentations from PLT/Staff/Leadership Team meeting * survey data <p>Teachers:</p> <ul style="list-style-type: none"> * Pivot Survey data * curriculum planning documentation * PLT meeting minutes * meeting schedule <p>Students:</p> <ul style="list-style-type: none"> * notes from Focus Group conversations / Feedback to teachers | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Complete and analyse Pivot Survey data | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Participate in S.a.G.E Network CoP 'Student Voice and Agency' meetings | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Meeting schedule to include regular discussion of SVAL | <input checked="" type="checkbox"/> PLT Leaders <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 |
| Develop and implement whole school approach to SVAL | <input checked="" type="checkbox"/> All Staff <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 | \$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 | \$9,000.00 | \$7,749.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$9,000.00 | \$7,749.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|--|----------------------------|-------------------|
| Complete and analyse Pivot Survey in Term 2 and Term 4 | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$2,000.00 | \$2,000.00 |
| Learning Specialists to identify an Area PLT to coach in data analysis | from: Term 1 to: Term 4 | | \$1,000.00 | \$1,000.00 |
| Provide professional development of coaching and mentoring best practice | from: Term 1 to: Term 4 | | \$4,000.00 | \$4,000.00 |
| Complete and analyse Pivot Survey data | from: Term 2 to: Term 4 | | \$2,000.00 | \$749.00 |

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| Totals | \$9,000.00 | \$7,749.00 |
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Additional Equity spend

| Outline here any additional Equity spend for 2020 | 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 |
|---|--|----------------------------|--|--|--|---|
| Meeting schedules to include regular data analysis | <input checked="" type="checkbox"/> School Improvement 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"/> 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Create a Data Analysis Schedule reflecting the Assessment Schedule | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 1 | <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Learning Specialists to identify an Area PLT to coach in data analysis | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning | <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"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| High-impact strategies and peer observation linked to teachers' Professional Development Plan goals | <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |

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|--|--|----------------------------|---|---|---|---|
| Provide professional development of coaching and mentoring best practice | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <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"/> Internal staff <input checked="" type="checkbox"/> External consultants Lyn Watts | <input checked="" type="checkbox"/> On-site |
| Explore methods of differentiation | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) | 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"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Complete and analyse Pivot Survey data | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> On-site |
| Participate in S.a.G.E Network CoP 'Student Voice and Agency' meetings | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Network Professional Learning | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources SaGE SVAL COP | <input checked="" type="checkbox"/> Off-site Network SVAL COP activities |
| Develop and implement whole school approach to SVAL | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|--|---|--|--|--|--|--|
| | <input checked="" type="checkbox"/> School Improvement Team | | | | | |
|--|---|--|--|--|--|--|