2019 Annual Implementation Plan

for improving student outcomes

Syndal South Primary School (4924)

Submitted for review by Helen Freeman (School Principal) on 13 December, 2018 at 12:26 PM
Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 13 December, 2018 at 12:34 PM
Endorsed by Aaron Sudholz (School Council President) on 27 February, 2019 at 08:43 PM

Self-evaluation Summary - 2019

	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	Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	Whole school Expectations need to be clarified and understood by all. There needs to be no disparity between some teachers' classroom practice and school expectations. Assessment schedule needs further action and staff need to be supported to build their capacity to understand and use the data to inform their teaching. How do we exactly pinpoint where a child's entry point to learning is? This applies to not only our lower achieving students but to all levels of achievement. Induction will need to become more thorough and one day's learning by new employees has demonstrated that this is not sufficient if we are to truly build teachers' capacity so they can deliver our programs and practice to the high standard that is required. Some areas where we need to review our practice, centre around global citizenship and student voice. There are a plethora of opportunities to grow these two areas and it would be negligent not to do so. Our school programs need to be whole school and scaffolded from F-6 and embedded which has begun this year and is the work for 2019. Once again teachers will need ongoing support to deliver these in such a way that student learning is maximised to achieve 100% success. One aspect that became obvious was the lack of a whole school social skills program. This needs to be addressed in 2019. Our participation in the Professional Learning Communities Training in 2019 will be fantastic and the framework we need to pull everything together focusing on teacher collaboration and learning and the subsequent

	improvement in student outcomes. A whole staff revision of HITS will be both necessary and timely as new teachers are being employed for 2019.
Considerations for 2019	1. Fully implement our PLC but firstly set up the team protocols/agreed-to behaviours etc. Team leaders to consistently use the Open to Learning Framework as a guide to instigating challenging conversations. 2. Build teachers' capacity to use data more effectively, especially in Mathematics. Join a new CoP that has a focus on a relevant area contained in our AIP 3. Use data to identify students who need intervention support at the Tier 2 level. 4. Continue to embed and refine our whole school programs, e.g. VCOP Big Write 5. Revisit and refine the High Impact Teaching strategies and include an element of these in teacher PDP's, i.e one or more strategies that teachers believe they need to strengthen. 6. Adopt a whole school Social and Emotional Skills Program for F-6 that has a focus on Resilience. 7. Explore opportunities to take advantage of our multi-cultural population and learn more about other cultures. 8. Develop a school marketing plan 9. Explore opportunities to give students greater voice with their learning. 10. Ensure elements on the Student Attitude to School Survey are addressed/rectified, e.g. 'teacher concern' 'student voice and agency'
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To meet the personalised learning needs of each student and ensure learning growth in literacy and numeracy.
Target 1.1	Increasing the percentage of students achieving above the expected level in assessments (Victorian Curriculum teacher judgement, NAPLAN in numeracy, reading and writing). Increasing the percentage achieving high growth and decreasing the percentage achieving low growth on NAPLAN relative growth assessment.
Key Improvement Strategy 1.a Building practice excellence	Investigate, develop, document and consistently embed an agreed instructional model for the teaching of Reading and Viewing, Number and Algebra (Place Value)
Key Improvement Strategy 1.b Curriculum planning and assessment	To improve the differentiation practice of all teaching staff to meet the needs of all students through the cycle of documented assessment, curriculum planning and shared pedagogical practices in the areas of Reading and Viewing, Number and Algebra (Place Value)
Goal 2	To develop student interest and motivation in a rich, relevant and challenging learning environment.
Target 2.1	Increasing the ATSS survey teaching and learning variables (eg student motivation, stimulating learning, learning confidence, teacher effectiveness); improved student attendance - each based on 2015 benchmarks.
Key Improvement Strategy 2.a Empowering students and building school pride	To investigate opportunities and subsequently implement strategies to increase student voice and agency in the school from Foundation to Year 6.
Goal 3	To foster a cohesive school learning community that supports and enhances the wellbeing of every student.

Target 3.1	Improvements in:
	Attitude to School Survey - student relationship variables, and teaching and learning (motivation, connectedness to school) each based on 2015 benchmarks.
	School Staff Survey (trust in students and parent and community involvement) each based on 2015 benchmarks.
	Parent Opinion Survey (school learning focus, social skills, school connectedness, parent input, approachability) each based on 2015 benchmarks.
Key Improvement Strategy 3.a Empowering students and building school pride	To implement and embed the School Wide Positive Behaviour Framework across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To meet the personalised learning needs of each student and ensure learning growth in literacy and numeracy.	Yes	Increasing the percentage of students achieving above the expected level in assessments (Victorian Curriculum teacher judgement, NAPLAN in numeracy, reading and writing). Increasing the percentage achieving high growth and decreasing the percentage achieving low growth on NAPLAN relative growth assessment.	NAPLAN Student Outcomes in NAPLAN growth from Years 3-5: Relative High Gain High Growth - Targets Reading: from 28.3% to 30% Numeracy: from 33% to 35% Writing: from 52.2% to 53% Low Growth - Targets Reading: from 13% to 10% Numeracy: from 24.4% to 20% Writing: from 13% to 10% Percentage of Year 3 students achieving at the top two Bands. Writing: from 66.6% to 68% Reading: from 78.9% to 80% Numeracy: from 68.4% to 72%

			Percentage of Year 5 students achieving at the top two Bands. Writing: from 26.7% to 30% Reading: from 52.1% to 55% Numeracy: from 50.7% to 55%
To develop student interest and motivation in a rich, relevant and challenging learning environment.	Yes	Increasing the ATSS survey teaching and learning variables (eg student motivation, stimulating learning, learning confidence, teacher effectiveness); improved student attendance - each based on 2015 benchmarks.	Student Attitude to School Survey Student Motivation: from 82% to 85% Stimulated Learning: from 86% to 88% Learning Confidence: 75% to 77% Student Voice and Agency: from 69% to 72% Parent Opinion Survey Student Agency and Voice: from 76% to 78%
To foster a cohesive school learning community that supports and enhances the wellbeing of every student.	Yes	Improvements in: Attitude to School Survey - student relationship variables, and teaching and learning (motivation, connectedness to school) each based on 2015 benchmarks. School Staff Survey (trust in students and parent and community involvement) each based on 2015 benchmarks. Parent Opinion Survey (school learning focus, social skills, school connectedness, parent input, approachability) each based on 2015 benchmarks.	Student Attitude to School Survey Student Motivation: from 82% to 85% School Connectedness: from 81% to 83% Parent Opinion Survey Parent Participation and Involvement: from 78% to 79% Confidence and Resiliency Skills: from 79% to 81% School Improvement: from 72% to 74%

Goal 1	To meet the personalised learning needs of each student and ensure learning growth in literacy and numeracy.
12 Month Target 1.1	NAPLAN Student Outcomes in NAPLAN growth from Years 3-5: Relative High Gain High Growth - Targets Reading: from 28.3% to 30% Numeracy: from 33% to 35% Writing: from 52.2% to 53% Low Growth - Targets Reading: from 13% to 10% Numeracy: from 24.4% to 20% Writing: from 13% to 10% Percentage of Year 3 students achieving at the top two Bands. Writing: from 66.6% to 68% Reading: from 78.9% to 80% Numeracy: from 68.4% to 72% Percentage of Year 5 students achieving at the top two Bands. Writing: from 26.7% to 30% Reading: from 52.1% to 55% Numeracy: from 50.7% to 55%

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Investigate, develop, document and consistently embed an agreed instructional model for the teaching of Reading and Viewing, Number and Algebra (Place Value)	Yes
KIS 2 Curriculum planning and assessment	To improve the differentiation practice of all teaching staff to meet the needs of all students through the cycle of documented assessment, curriculum planning and shared pedagogical practices in the areas of Reading and Viewing, Number and Algebra (Place Value)	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.	Our 2018 School Performance Report indicated that that we are a Renew School- that out performance is static and requires renewed effort to be high performing. This finding is the culmination of other DET surveys and data sets and reiterates to us the need to refocus and strengthen all elements of literacy and numeracy utilising the FISO improvement model Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor. This work has begun during 2018. The establishment and implementation of a structured Assessment Schedule in 2018 will enable a more effective use of data to pinpoint an individuals point of learning. Further professional learning will be needed to build teacher capacity in the use of the data to inform their teaching. We will consider other assessment tools to gain a fuller picture of each child's particular needs and along with this we will reconsider the efficacy of our intervention strategies. It is imperative that we further build teacher capacity in terms of HITS and running parallel to this we will ensure that teacher observation, modelling, feedback and coaching occur. The involvement in the PLC initiative will ensure the whole school framework for improvement will occur. It will refocus teaching and learning teams across the school and ultimately enhance student learning growth.	

Goal 2	To develop student interest and motivation in a rich, relevant and challenging learning environment.	
12 Month Target 2.1	Student Attitude to School Survey Student Motivation: from 82% to 85% Stimulated Learning: from 86% to 88% Learning Confidence: 75% to 77% Student Voice and Agency: from 69% to 72% Parent Opinion Survey Student Agency and Voice: from 76% to 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	To investigate opportunities and subsequently implement strategies to increase student voice and agency in the school from Foundation to Year 6.	Yes

Empowering students and building school pride	
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our 2018 School Performance Report indicated that that we are a Renew School- that out performance is static and requires renewed effort to be high performing. In particular the Attitude to School Survey data highlighted the need for immediate attention to improve student voice and agency for all our students with an over all score of 69%. Even with a strong focus across the school on Inquiry Learning for a number of years and with all students involved in setting their own learning goals based on individual data discussions students are not feeling that they have a voice in their learning. We feel there needs to be greater understanding by teachers and students of what student voice and agency actually is and how it can be incorporated into the 'Framework for Improving Student Outcomes'

Goal 3	To foster a cohesive school learning community that supports and enhances the wellbeing of every student.
12 Month Target 3.1	Student Attitude to School Survey Student Motivation: from 82% to 85% School Connectedness: from 81% to 83% Parent Opinion Survey Parent Participation and Involvement: from 78% to 79% Confidence and Resiliency Skills: from 79% to 81% School Improvement: from 72% to 74%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To implement and embed the School Wide Positive Behaviour Framework across the school.	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.	The school has selected this KIS to focus on because over the past two years there has been a considerable amount of work done around the SWPBS Framework but a whole school commitment is still missing so with the engaging of a SWPBS coach for the 2019 year from NEVR will give clear direction. The review of the team make up and availability has ended up with a new team being formed with a clear direction of what is to be achieved clearly evident and to be communicated to all staff and the school community.	

Define Actions, Outcomes and Activities

Goal 1	To meet the personalised learning needs of each student and ensure learning growth in literacy and numeracy.
12 Month Target 1.1	NAPLAN Student Outcomes in NAPLAN growth from Years 3-5: Relative High Gain

High Growth - Targets

Reading: from 28.3% to 30%

Numeracy: from 33% to 35%

Writing: from 52.2% to 53%

Low Growth - Targets

Reading: from 13% to 10%

Numeracy: from 24.4% to 20%

Writing: from 13% to 10%

Percentage of Year 3 students achieving at the top two Bands.

Writing: from 66.6% to 68%   Reading: from 78.9% to 80%
Numeracy: from 68.4% to 72%

Percentage of Year 5 students achieving at the top two Bands.

Writing: from 26.7% to 30%   Reading: from 52.1% to 55%
 Numeracy: from 50.7% to 55% |
| **KIS 1**
Building practice excellence | Investigate, develop, document and consistently embed an agreed instructional model for the teaching of Reading and Viewing, Number and Algebra (Place Value) |

Actions	Principal Lead the development and implementation of a whole school instructional model for the teaching of Reading and Mathematics Lead the implementation of High Impact Teaching Strategies (HITS) elements with a focus on structuring lessons, explicit teaching, worked examples and differentiated teaching. Leadership Team Model and relentlessly drive the implementation of the instructional models in the classrooms Unpack Victorian Curriculum Reading and Viewing and Number and Place Value standards with all staff Unpacking HITS with all staff to ensure deep understanding and ensure that the key elements are incorporated into agreed instructional models of teaching Develop teacher capacity to understand and effectively analyse multiple sources of student reading and mathematics data. Teachers Utilise the agreed instructional model for the teaching of Reading and Viewing, Number and Algebra (Place Value) Develop a repertoire with their colleagues of high impact teaching strategies that are integrated into their daily teaching practice Will accurately observe, analyse and respond to a variety of different kinds of data for the purpose of continuously improving teaching in the classroom and school.
Outcomes	Principal The school will have a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges in Reading and Viewing , Number and Algebra (Place Value). The school has a clearly understood instructional model for the teaching of Reading and Viewing, Number and Algebra (Place Value) The school will have a consistent approach to the implementation of the selected high impact teaching strategies. Leaders There is a common understanding by all leaders regarding best practice in the teaching of Reading and Viewing, Number and Algebra (Place Value) Team planning documents are consistent across the school. Teachers Will be confident, knowledgeable and skilled in using a variety of data on a regular basis to improve teaching and learning. Will use data as a catalyst to reflect on one's own practice and make appropriate changes All teachers expect that every student will make at least 12 months growth in a school year, regardless of their entry point. Students Are able to articulate their learning goals and the growth they have made. Can understand and self assess their progress and articulate what they need to learn next Can explain concepts to peers and record their understanding in multiple ways
Success Indicators	Building knowledge and skills in the use of the agreed high-impact teaching strategies is referenced in teacher Performance and Development Plans.

	Teachers use multiple sources of data including Fountas and Pinnell, PATR, PATM, Essential Assessment - Mathematics, Envision to plan from and then to compare growth rates and evaluate the effectiveness of the teaching strategies being used.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Created and documented SSPS Instructional Model for the teaching of Reading and Viewing and Number and Algebra (Place Value)		☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
A suite of professional development sessions for all staff will be actioned on the High Impact Teaching Strategies		☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Created and documented a SSPS continuum of Reading and Viewing skills from Foundation - Level 6 Created and documented a SSPS continuum of Number and Algebra (Place Value) skills with explicit teaching activities from Foundation - Level 6		☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 2 Curriculum planning and assessment	To improve the differentiation practice of all teaching staff to meet the needs of all students through the cycle of documented assessment, curriculum planning and shared pedagogical practices in the areas of Reading and Viewing, Number and Algebra (Place Value)				
Actions	Principal Lead the implementation of the Professional Learning Community Initiative across the school Mentor PLC instructional leaders to build their capacity to lead teams effectively, including using a consistent and structured cycle of evidenced based curriculum Lead the development and embedding of rigorous systems and processes to support a range of collaborative strategies that underpin and focus the work of PLC's Leaders				

	Participate in the DET PLC Initiative Training Plan and execute the whole staff activities to be undertaken that embed the PLC practices in the school Develop and embed a shared team vision and commitment to ambitious goals and targets for student and teacher learning Focus their team using the ' inquiry cycle' to measure the impact of their teaching and identify areas of professional learning Guide and support their teams to collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment and instructional and pedagogical practices. Teachers Will actively participate in the PLC professional learning Engage in PLC teams and follow the agreed protocols Implement the school Assessment Schedule Use multiple sources of data to collaborate on the growth rates of individual students and evaluate the effectiveness of different teaching strategies. Work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgements Question their impact through analysing various data, are open to having their teaching reviewed, and are welcoming and responsive to thoughtful and constructive feedback.
Outcomes	Teachers Will focus on learning rather than teaching, working collaboratively on matters related to learning and striving for continual improvement Based on student achievement data, teachers adjust the pace and content of learning to ensure continual growth Demonstrate understanding of each students needs and strengths Students Are confident in seeking further explanation for concepts not yet understood Understand their learning goals and how these assist them to achieve success
Success Indicators	Improved data outcome - Fountas and Pinnell, Envision, and evidence of learning documentation Peer Observation NAPLAN Teacher Judgements PATR Assessment PATM Assessment

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Appoint PLC instructional leaders to lead professional learning teams Establish effective professional learning team structures across the school Allocate time for teachers to collaborate and work in professional learning teams	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☐ Equity funding will be used
Facilitate the implementation of professional learning on the development of reading skills in students and effective practices	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☐ Equity funding will be used
Facilitate data driven conversations in PLC's to track whole school progress, moderate assessment strategies and inform professional development	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
PLC Team utilise student data to effectively monitor and review the curriculum plan, the teaching and learning and assessment strategies	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide whole school professional learning to improve teacher capacity to use data effectively	☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$4,000.00 ☐ Equity funding will be used
Investigate and participate in moderation sessions in Reading and Viewing, Number and Algebra (Place Value)	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To develop student interest and motivation in a rich, relevant and challenging learning environment.
12 Month Target 2.1	Student Attitude to School Survey Student Motivation: from 82% to 85% Stimulated Learning: from 86% to 88% Learning Confidence: 75% to 77% Student Voice and Agency: from 69% to 72% Parent Opinion Survey Student Agency and Voice: from 76% to 78%
KIS 1 Empowering students and building school pride	To investigate opportunities and subsequently implement strategies to increase student voice and agency in the school from Foundation to Year 6.
Actions	Principal Class/ Leadership: Review existing processes to capture school and community views and understandings of student voice, agency and leadership. Provide staff with opportunities for ongoing professional learning Lead the implementation of HITS elements1,5 and 8 with a focus on student voice and agency Support staff to utilise the powerful practice guide, Amplify student voice, agency school wide. Identify a leader to drive the Student Voice Team and create a team to drive the key improvement area. Leader/Team Model and drive an understanding of student voice and agency in the classroom and how it can be utilised within the Framework for Improving Student Outcomes. Develop staff capacity and model best practice in student voice and agency through professional learning,peer observation, modelling, reflection, mentoring and feedback Teachers Develop an understanding of and embed the high impact teaching strategies that support student voice and agency Trial the implementation of practices that promote student voice and agency in the classroom Co-design opportunities for students to exercise authentic agency in their own learning Support Staff Develop an understanding of and be able to articulate HITS that promote student voice and agency
Outcomes	Principal Class/Leadership Provision of ongoing training to understand student voice and agency and how to best utilise across the Framework for Improving Student Outcomes Understand and share with all staff that: when students are empowered as learners and leaders, actively contributing to both their

	own education and to whole school initiatives , their self-efficacy is enhanced and they experience significant growth in motivation , wellbeing and achievement
	Leader/Team
	All team members will feel confident in their understanding of how they can support other staff to develop opportunities for their students to engage in opportunities across the curriculum in student voice, agency and leadership
	There will be a sequential whole school approach based on the utilisation of student voice, agency and leadership in relation to the Framework for Improving Student Outcomes.
	Teachers
	- capacity built in teachers to place student needs at the centre of program planning and delivery.
	- analyse a range of student data to design learning programs with multiple entry points
	- select and use a range of resources, including digital tools, to enhance learning
	- formally adopt a regular program of eliciting student feedback on curriculum content, processes, pedagogy and assessment.
	Students
	Students will be able to:
	- articulate individualised Learning Goals in Writing, Reading and Mathematics
	- track their progress against these goals
	- reflect on their learning following whole group instruction and identify where 'their next level of work is'
	- student conferences discussing individual data to track learning growth will be a key pedagogical practice for setting personalised learning goals in all classrooms.
	be actively engaged in their learning through application of their student voice and agency learning by negotiating learning goals, giving feedback to peers and taking responsibility for their own learning.
Success Indicators	Whole school Professional Development Plan in place. Individual and Team engagement activities for Practice Principle 3 undertaken.
	A designated leader with the responsibly of 'Student Voice'
	Evidence from leadership walks of, student agency and leadership
	School wide protocols/strategies established using the FISO improvement cycle
	Minutes of Leadership/Team Meetings reflect engagement with student voice and agency and the strategies that are being utilised to do this.
	Teachers planning documents reflect the use of strategies across the curriculum to maximise student voice and agency
	ATSS, Parent Opinion Survey and staff Opinion survey will be used to measure the success of the program

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff Professional Learning on individual and team engagement activities implementing Practice Principle 3, HITS 1,5 and 8.	☑ All Staff	☑ PLP Priority	from: Term 1	$0.00

	☑ School Improvement Team		to: Term 4	☐ Equity funding will be used
Research, understand and agree upon whole school implementation of student voice and agency.	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Join the VicSRC Partnership utilising resources available, attend Professional Learning	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Provide opportunities for students to share their learning, teach, question and challenge each other. Assist students to frame future learning goals based on strengths and areas for improvement.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Student Voice team established to review ATSS and other available data	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Student Voice and Agency will be evidenced in term and weekly planners	☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Goal 3	To foster a cohesive school learning community that supports and enhances the wellbeing of every student.			

12 Month Target 3.1	Student Attitude to School Survey Student Motivation: from 82% to 85% School Connectedness: from 81% to 83% Parent Opinion Survey Parent Participation and Involvement: from 78% to 79% Confidence and Resiliency Skills: from 79% to 81% School Improvement: from 72% to 74%
KIS 1 Empowering students and building school pride	To implement and embed the School Wide Positive Behaviour Framework across the school.
Actions	Principal Class: Attend SWPBS training with SWPBS coordinator / coach Fortnightly meetings with SWPBS coordinator Organise professional development for staff around developing consistency of understandings and approach to SWPBS Refine the parameters to record and define student behaviour on the Data Collection System SWPBS Core Team Coordinator/Team Coordination of the core team and actions: Fortnightly meets to monitor progress and set goals for SWPBS implementation and develop actions Twice termly feedback and consultation with the wellbeing SIT (School Improvement Team) Analysing data regarding student behaviour (via) to inform consistency of practice across the school Revision of the SWPBS matrix that articulates expected behaviours and conduct various settings across the school Attend relevant professional development where applicable Understand and support staff to utilise Data Collection System Teachers Attending professional development on SWPBS implementation run by the core team Developing the consistency of expected behavioural understandings and consequences Contribute to the development of shared understandings around expected behaviours and consequences Understand and apply the Multi-Tiered Support Framework model in relation to student behaviour Utilise the Data Collection System Follow the agreed SWPBS understandings and structures as developed in consultation with the core team ES Staff Invite ES staff to attend professional development on SWPBS

	Support classroom teachers to implement the agreed understandings and structures Participate in the acknowledgement system for expected behaviours. Contribute to the development of shared understandings around expected behaviours and consequences Understand and apply the Multi-Tiered Support Framework model in relation to student behaviour
Outcomes	Principal Class / SWPBS Core Team Have a shared understanding of expected behaviours and consequences throughout the school Visual and anecdotal evidence that staff are developing consistency of approach and understandings of student behaviour and consequences Improved confidence in teacher ability to manage student behaviour and use tools such as matrices and data to inform actions Improved confidence in leading initiatives and actions associated with SWPBS implementation Will observe an improvement on how student behaviour is accurately recorded on Regularly use data to inform and drive the direction of the SWPBS implementation Teachers Have a shared understanding of expected behaviours and consequences throughout the school Knowledge, application and teaching of the consistent approaches and understandings of student behaviour and consequences Improved confidence in the ability to manage student behaviour and use tools such as matrices and data to inform actions Improvements in adding accurate data regarding student behaviour to the Data Collection System. Improve their understandings and knowledge of behavioural data and how it can used to manage student behavior and drive improvement ES Staff Have a shared understanding of expected behaviours and consequences through the school Improved confidence in the development of consistent approaches and understandings of student behaviour and consequences Improved confidence in their ability to manage student behaviour and use tools such as matrices Students Have a shared understanding of expected behaviours and consequences throughout the school Begin to use and develop co-constructed matrices and expected behaviour tools Participate in forums to inform principal class, leaders and teachers about expected behaviours and consequences Observe an improvement in the ability of students to articulate expected behaviours

Success Indicators	We will use a number of data sources to inform the success of the outcomes: Attitudes to School Survey Parent Opinion Survey Staff Opinion SWPBS System Data (Sarah Spence)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement Positive School Wide Behaviours Framework. Refine and further develop understandings regarding expected behaviours in consultation with staff, students and parents. Staff PL to be completed in Term 1 with SWPBS Coach and Core Team Student consultation to be ongoing throughout the year Parent consultation to be via feedback opportunities via consultative structures such as school council, education sub committee, Compass and Newsletter	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Meet each fortnight with the SWPBS coach to monitor and guide the implementation of the approach.	☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Revise the expectation matrix by the end of Term 2 ready for implementation in Term 3	☑ All Staff ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

Ongoing regular discussion, planning and implementation of the agreed teaching strategies to be used to teach children the behaviour expectations	☑ All Staff ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Purchase access to the Data Collection system. Train all staff on the use of the Data Collection system and staff use it to record/track student behaviour	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Develop a consistent SWPBS approach to signage across the school that communicates shared expectations and consequences for all	☑ Leadership Team	☐ PLP Priority	from: Term 3 to: Term 4	$1,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$6,000.00	$6,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$6,000.00	$6,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Implement Positive School Wide Behaviours Framework. Refine and further develop understandings regarding expected behaviours in consultation with staff, students and parents. Staff PL to be completed in Term 1 with SWPBS Coach and Core Team Student consultation to be ongoing throughout the year Parent consultation to be via feedback opportunities via consultative structures such as school council, education sub committee, Compass and Newsletter	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$3,000.00	$3,000.00
Purchase access to the Data Collection system. Train all staff on the use of the Data Collection system and staff use it to record/track student behaviour	from: Term 1 to: Term 4	☑ Assets	$2,000.00	$2,000.00

Develop a consistent SWPBS approach to signage across the school that communicates shared expectations and consequences for all	from: Term 3 to: Term 4	☑ Teaching and learning programs and resources	$1,000.00	$1,000.00
Totals			$6,000.00	$6,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Created and documented SSPS Instructional Model for the teaching of Reading and Viewing and Number and Algebra (Place Value)	☑ School Improvement Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Internal staff	☑ On-site
A suite of professional development sessions for all staff will be actioned on the High Impact Teaching Strategies	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Created and documented a SSPS continuum of Reading and Viewing skills from Foundation - Level 6 Created and documented a SSPS continuum of Number and Algebra (Place Value) skills with explicit teaching activities from Foundation - Level 6	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Appoint PLC instructional leaders to lead professional learning teams Establish effective professional learning team structures across the school	☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site

Allocate time for teachers to collaborate and work in professional learning teams						
Facilitate the implementation of professional learning on the development of reading skills in students and effective practices	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ Internal staff	☑ On-site
Provide whole school professional learning to improve teacher capacity to use data effectively	☑ School Improvement Team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day	☑ External consultants SPA - Student Performance Analyser	☑ On-site
Staff Professional Learning on individual and team engagement activities implementing Practice Principle 3, HITS 1,5 and 8.	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Research, understand and agree upon whole school implementation of student voice and agency.	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Join the VicSRC Partnership utilising resources available, attend Professional Learning	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Internal staff	☑ Off-site VicSRC

			☑ Student voice, including input and feedback			
Implement Positive School Wide Behaviours Framework. Refine and further develop understandings regarding expected behaviours in consultation with staff, students and parents. Staff PL to be completed in Term 1 with SWPBS Coach and Core Team Student consultation to be ongoing throughout the year Parent consultation to be via feedback opportunities via consultative structures such as school council, education sub committee, Compass and Newsletter	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ Departmental resources SWPB Coach	☑ On-site
Ongoing regular discussion, planning and implementation of the agreed teaching strategies to be used to teach children the behaviour expectations	☑ All Staff ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Departmental resources SWPB Coach	☑ On-site