

2020 Annual Implementation Plan

for improving student outcomes

Hurstbridge Primary School (3939)



Submitted for review by Chris Tatnall (School Principal) on 07 February, 2020 at 01:40 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 09 February, 2020 at 04:15 PM
Endorsed by Emily Cracknell (School Council President) on 11 February, 2020 at 03:17 PM

Self-evaluation Summary - 2020

	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	Emerging
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	In 2019 Hurstbridge Primary School completed its school review. This assessment is based on outcome of the review. Refer to review documentation for more information.
Considerations for 2020	During 2020 the school will focus on Building Practice Excellence and developing a positive climate for learning. These will be supported by the development of building leadership teams and roles within the school. This consideration has come out of our school review and is based on recommendations of the review panel.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise literacy and numeracy outcomes and learning growth for every student
Target 1.1	<p>By 2023, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth</p> <ul style="list-style-type: none"> • Reading to 85 or above (from 71.4 in 2019) • Writing to 90 or above (from 85.7 in 2019) • Numeracy to 90 or above (from 82.1 in 2019)
Target 1.2	<p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 50 or above (from 39 in 2019) • Writing to 35 or above (from 29 in 2019) • Numeracy to 40 or above (from 18 in 2019) <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 75 or above (from 66 in 2019) • Writing to 75 or above (from 72 in 2019) • Numeracy to 55 or above (from 45 in 2019)
Target 1.3	95% of students will demonstrate 12 months or more learning growth in Reading & viewing, Writing and Number & Algebra using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data.

	<p>By 2023, increase the percentage of students demonstrating or more learning growth will be</p> <ul style="list-style-type: none"> • Reading to 95% or above (from 77% in 2019) • Writing to 95% or above (from 77% in 2019) • Numer & Algebra 95% or above (from 75% in 2019)
Target 1.4	<p>By 2023, the per cent endorsement scores on the SSS category will be:</p> <ul style="list-style-type: none"> • Academic emphasis to 75 or above (from 58 in 2019) • Guaranteed and viable curriculum to 75 or above (from 42 in 2019) • Teacher collaboration to 75 or above (from 38 in 2019)
Key Improvement Strategy 1.a Building practice excellence	Strengthen collaborative processes through the implementation of Professional Learning Communities (PLCs) that enable teachers to analyse assessment data, use it to plan differentiated curriculum and to teach to each student's point of learning ensuring that all students are challenged (including high achieving students) and that the impact of their teaching on student learning is evaluated
Key Improvement Strategy 1.b Building practice excellence	Embed whole school reading, numeracy and writing instructional models, integrating the use of high impact teaching strategies, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 1.c Building practice excellence	Build teacher and team practice excellence through targeted professional learning, greater use of feedback, modelling, coaching and peer observation (both within the school and in other settings as required)
Key Improvement Strategy 1.d Building leadership teams	Review leadership structures and processes and build the instructional leadership capacity of all in leadership roles to enable higher levels of consistency, collective responsibility and shared accountability for maximising student achievement and learning growth
Goal 2	To improve student engagement, voice and agency so that students become more reflective, self-aware and independent learners.

Target 2.1	<p>By 2023, the percentile score on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Learning confidence—75 or above (from 64 in 2019) • Stimulated learning—75 or above (from 63 in 2019) • Student voice and agency—75 or above (from 54 in 2019)
Target 2.2	<p>By 2023, the percentile score on the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> • Student Agency & Voice — 82 or above (from 76 in 2019) • Stimulating learning environment — 83 or above (from 76 in 2019)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop, document and implement a whole school learner agency strategy to empower students to be more engaged in learning, ensuring learning is more ‘visible’, so that they are better able to monitor their own learning, set learning goals and become more self-aware
Key Improvement Strategy 2.b Building practice excellence	Build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms
Goal 3	To improve the social and emotional engagement and wellbeing of every student
Target 3.1	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the percentile score on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Resilience—80 or above (from 70 in 2019) • School connectedness—80 or above (from 71 in 2019)

	<ul style="list-style-type: none"> • Teacher concern—80 or above (from 70 in 2019)
Target 3.2	<p>Parent opinion</p> <p>By 2023, the per cent positive responses from parents on the POS will be:</p> <ul style="list-style-type: none"> • Teacher communication—85 or above (from 77 in 2019) • General school improvement—85 or above (from 63 in 2019) • Student motivation and support—85 or above (from 74 in 2019)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the school-wide positive behaviours model to assist students in the development of growth mindsets and an ability to self-regulate
Key Improvement Strategy 3.b Parents and carers as partners	Continue to build community engagement and enhance the learning partnerships between home and school

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise literacy and numeracy outcomes and learning growth for every student	Yes	<p>By 2023, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth</p> <ul style="list-style-type: none"> • Reading to 85 or above (from 71.4 in 2019) • Writing to 90 or above (from 85.7 in 2019) • Numeracy to 90 or above (from 82.1 in 2019) 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2020, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth:</p> <p>Reading to 76 or above (from 71.4 in 2019)</p>
		<p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 50 or above (from 39 in 2019) • Writing to 35 or above (from 29 in 2019) • Numeracy to 40 or above (from 18 in 2019) <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 75 or above (from 66 in 2019) • Writing to 75 or above (from 72 in 2019) • Numeracy to 55 or above (from 45 in 2019) 	<p>By 2020, increase the percentage of Year 5 students in the top two NAPLAN bands for</p> <p>Reading to 43 or above (from 39 in 2019)</p> <p>By 2020, increase the percentage of Year 3 students in the top two NAPLAN bands for</p> <p>Reading to 69 or above (from 66 in 2019)</p>

		<p>95% of students will demonstrate 12 months or more learning growth in Reading & viewing, Writing and Number & Algebra using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data.</p> <p>By 2023, increase the percentage of students demonstrating or more learning growth will be</p> <ul style="list-style-type: none"> • Reading to 95% or above (from 77% in 2019) • Writing to 95% or above (from 77% in 2019) • Numer & Algebra 95% or above (from 75% in 2019) 	<p>By 2020, increase the percentage of students demonstrating or more learning growth will be</p> <p>Reading to 82 or above (from 77 in 2019)</p>
		<p>By 2023, the per cent endorsement scores on the SSS category will be:</p> <ul style="list-style-type: none"> • Academic emphasis to 75 or above (from 58 in 2019) • Guaranteed and viable curriculum to 75 or above (from 42 in 2019) • Teacher collaboration to 75 or above (from 38 in 2019) 	<p>By 2020, the per cent endorsement scores on the SSS category will be:</p> <p>Academic emphasis to 62 or above (from 58 in 2019) Guaranteed and viable curriculum to 50 or above (from 42 in 2019) Teacher collaboration to 45 or above (from 38 in 2019)</p>
<p>To improve student engagement, voice and agency so that students become more reflective, self-aware and independent learners.</p>	<p>No</p>	<p>By 2023, the percentile score on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Learning confidence—75 or above (from 64 in 2019) • Stimulated learning—75 or above (from 63 in 2019) • Student voice and agency—75 or above (from 54 in 2019) 	

		<p>By 2023, the percentile score on the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> • Student Agency & Voice — 82 or above (from 76 in 2019) • Stimulating learning environment — 83 or above (from 76 in 2019) 	
To improve the social and emotional engagement and wellbeing of every student	Yes	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the percentile score on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Resilience—80 or above (from 70 in 2019) • School connectedness—80 or above (from 71 in 2019) • Teacher concern—80 or above (from 70 in 2019) 	<p>Student opinion as shown in the AToSS</p> <p>By 2020, the percentile score on the AToSS for Years 4–6 will be:</p> <p>Resilience— 73 or above (from 70 in 2019)</p> <p>School connectedness— 74 or above (from 71 in 2019)</p> <p>Teacher concern— 73 or above (from 70 in 2019)</p>
		<p>Parent opinion</p> <p>By 2023, the per cent positive responses from parents on the POS will be:</p> <ul style="list-style-type: none"> • Teacher communication—85 or above (from 77 in 2019) • General school improvement—85 or above (from 63 in 2019) • Student motivation and support—85 or above (from 74 in 2019) 	<p>Parent opinion</p> <p>By 2020, the per cent positive responses from parents on the POS will be:</p> <p>Teacher communication— 80 or above (from 77 in 2019)</p> <p>General school improvement— 68 or above (from 63 in 2019)</p> <p>Student motivation and support— 79 or above (from 74 in 2019)</p>

Goal 1	To maximise literacy and numeracy outcomes and learning growth for every student	
12 Month Target 1.1	By 2020, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth: Reading to 76 or above (from 71.4 in 2019)	
12 Month Target 1.2	By 2020, increase the percentage of Year 5 students in the top two NAPLAN bands for Reading to 43 or above (from 39 in 2019) By 2020, increase the percentage of Year 3 students in the top two NAPLAN bands for Reading to 69 or above (from 66 in 2019)	
12 Month Target 1.3	By 2020, increase the percentage of students demonstrating or more learning growth will be Reading to 82 or above (from 77 in 2019)	
12 Month Target 1.4	By 2020, the per cent endorsement scores on the SSS category will be: Academic emphasis to 62 or above (from 58 in 2019) Guaranteed and viable curriculum to 50 or above (from 42 in 2019) Teacher collaboration to 45 or above (from 38 in 2019)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Strengthen collaborative processes through the implementation of Professional Learning Communities (PLCs) that enable teachers to analyse assessment data, use it to plan differentiated curriculum and to teach to each student's point of learning ensuring that all students are challenged (including high achieving students) and that the impact of their teaching on student learning is evaluated	Yes
KIS 2 Building practice excellence	Embed whole school reading, numeracy and writing instructional models, integrating the use of high impact teaching strategies, to enable consistent, high quality instruction in every classroom	Yes

KIS 3 Building practice excellence	Build teacher and team practice excellence through targeted professional learning, greater use of feedback, modelling, coaching and peer observation (both within the school and in other settings as required)	No
KIS 4 Building leadership teams	Review leadership structures and processes and build the instructional leadership capacity of all in leadership roles to enable higher levels of consistency, collective responsibility and shared accountability for maximising student achievement and learning growth	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 completed a review in 2010. The review panel suggested that to increase consistency and collective responsibility we evaluate our current leadership structures (from Principal, Assistant Principal, SIT, PLC Leaders etc) and work on these. We will look at role descriptions and responsibilities for all staff in the school.	
Goal 2	To improve the social and emotional engagement and wellbeing of every student	
12 Month Target 2.1	Student opinion as shown in the AToSS By 2020, the percentile score on the AToSS for Years 4–6 will be: Resilience— 73 or above (from 70 in 2019) School connectedness— 74 or above (from 71 in 2019) Teacher concern— 73 or above (from 70 in 2019)	
12 Month Target 2.2	Parent opinion By 2020, the per cent positive responses from parents on the POS will be: Teacher communication— 80 or above (from 77 in 2019) General school improvement— 68 or above (from 63 in 2019) Student motivation and support— 79 or above (from 74 in 2019)	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Embed the school-wide positive behaviours model to assist students in the development of growth mindsets and an ability to self-regulate	Yes
KIS 2 Parents and carers as partners	Continue to build community engagement and enhance the learning partnerships between home and school	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our school has been working on introducing the School Wide Positive Behaviour Model during 2019, This valuable work needs to continue and become embedded into each and every classroom and teaching space in the school. We will continue this work and introduce growth mindsets to the staff and students throughout the year, this work will be guided by the Wellbeing Team.	

Define Actions, Outcomes and Activities

Goal 1	To maximise literacy and numeracy outcomes and learning growth for every student
12 Month Target 1.1	By 2020, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth: Reading to 76 or above (from 71.4 in 2019)
12 Month Target 1.2	By 2020, increase the percentage of Year 5 students in the top two NAPLAN bands for Reading to 43 or above (from 39 in 2019) By 2020, increase the percentage of Year 3 students in the top two NAPLAN bands for Reading to 69 or above (from 66 in 2019)
12 Month Target 1.3	By 2020, increase the percentage of students demonstrating or more learning growth will be Reading to 82 or above (from 77 in 2019)
12 Month Target 1.4	By 2020, the per cent endorsement scores on the SSS category will be: Academic emphasis to 62 or above (from 58 in 2019) Guaranteed and viable curriculum to 50 or above (from 42 in 2019) Teacher collaboration to 45 or above (from 38 in 2019)
KIS 1 Building practice excellence	Strengthen collaborative processes through the implementation of Professional Learning Communities (PLCs) that enable teachers to analyse assessment data, use it to plan differentiated curriculum and to teach to each student's point of learning ensuring that all students are challenged (including high achieving students) and that the impact of their teaching on student learning is evaluated
Actions	This year, Hurstbridge Primary School has chosen the following Actions in order to deepen consistency of practice: Develop teacher capability to undertake accurate assessment of student reading Develop teacher capacity to use assessment information to determine student point of learning need in relation for reading

Outcomes	<p>The school expects to see the following Outcomes:</p> <p>Leaders will: demonstrate, model and support teachers with the use and analysis of assessment tools, work with staff to ensure that point of learning need is addressed for reading.</p> <p>Teachers will: consistently and accurately use assessment tools as agreed. Understand and demonstrate the importance of analysis to develop differentiated learning programs for their classroom.</p> <p>Students will: have a greater understanding of the strategies to decode and understand reading.</p>			
Success Indicators	<p>Success Indicators could include:</p> <p>PLC's and SIT working together to support school goals</p> <p>Documented assessment tools</p> <p>Planning Documents</p> <p>Completion of Assessment Tools</p> <p>Student Work Samples</p> <p>Evidence of individual student monitoring</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduction of Fountas and Pinnell through professional learning and PLC's	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Learning Improvement Team will examine literacy toolbox and implement appropriate tools to use in the classroom.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$400.00 <input type="checkbox"/> Equity funding will be used

Develop a central location to store all literacy material, sort through and evaluate materials	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Work with ES Staff Member to provide additional reading assistance for those students in need in the classroom to enhance programs	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed whole school reading, numeracy and writing instructional models, integrating the use of high impact teaching strategies, to enable consistent, high quality instruction in every classroom			
Actions	This year, Hurstbridge Primary School has chosen the following Actions in order to enable consistent, high quality instruction: Develop teacher capability implement the whole school instructional model for reading Develop teacher knowledge and understanding of high impact teaching strategies for reading			
Outcomes	The school expects to see the following Outcomes: Leaders will: be explicitly referring to and demonstrating instructional model, engaging in professional conversations about the instructional model with staff Teachers will: consistently be using commonly language and referring visual prompts in their classrooms, consistent adherence to the instructional model Students will: sharing common language and be aware of the stages of a lesson and what is expected at each stage.			
Success Indicators	Success Indicators could include: Evidence of HITS being used in the classroom Planning documents showing HITS focuses Learning Walks Instructional Model on display Student work examples			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document strategies to support the instructional model around launch and reflection	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$400.00 <input type="checkbox"/> Equity funding will be used
Document strategies to support the instructional model around focus and worktime	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$400.00 <input type="checkbox"/> Equity funding will be used
Document strategies to support the instructional model around worktime/catch	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$400.00 <input type="checkbox"/> Equity funding will be used
Document strategies to support the instructional model around differentiation	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Develop consistent teaching strategies for comprehension across PLC's	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$400.00 <input type="checkbox"/> Equity funding will be used
Begin implementing Fountas and Pinnell into planning	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4	\$400.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building leadership teams	Review leadership structures and processes and build the instructional leadership capacity of all in leadership roles to enable higher levels of consistency, collective responsibility and shared accountability for maximising student achievement and learning growth			
Actions	This year, Hurstbridge Primary School has chosen the following Actions in order strengthen leadership capability: Develop role clarity for all school leaders Develop consistent structures and process that support successful leadership across the school			
Outcomes	The school expects to see the following Outcomes: Leaders will: have a clear understanding of the schools direction, adherence to protocols and norms Teachers will: have an understanding of the schools direction and the roles of the leaders, have a high level accountability and self efficiency, adherence to protocols and norms Students will: have a greater understanding and improvement of reading comprehension			
Success Indicators	Success Indicators could include: Role statements PLC Minutes showing discussions about student learning Collective efficiency functioning in PLC's Norms and protocols on display and being followed			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduce Norms to whole staff as PD	<input checked="" type="checkbox"/> PLC Leaders <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

Introduce rolling agendas to staff	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce whole school inquiry, swoosh	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish and document role descriptions	<input checked="" type="checkbox"/> Principal <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
Work on strategies to develop effective PLC's. Work with DET PLC Manager to introduce concepts to staff.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve the social and emotional engagement and wellbeing of every student			
12 Month Target 2.1	Student opinion as shown in the AToSS By 2020, the percentile score on the AToSS for Years 4–6 will be: Resilience— 73 or above (from 70 in 2019) School connectedness— 74 or above (from 71 in 2019) Teacher concern— 73 or above (from 70 in 2019)			
12 Month Target 2.2	Parent opinion			

	<p>By 2020, the per cent positive responses from parents on the POS will be:</p> <p>Teacher communication— 80 or above (from 77 in 2019) General school improvement— 68 or above (from 63 in 2019) Student motivation and support— 79 or above (from 74 in 2019)</p>			
KIS 1 Setting expectations and promoting inclusion	Embed the school-wide positive behaviours model to assist students in the development of growth mindsets and an ability to self-regulate			
Actions	<p>This year, Hurstbridge Primary School has chosen the following Actions in order to embed School Wide Positive Behaviour.</p> <p>Develop teacher capacity to consistency implement SWPB across all classes Develop teacher understanding of growth mindsets and their application to the classroom</p>			
Outcomes	<p>The school expects to see the following Outcomes:</p> <p>Leaders will: have a clear understanding of goals, processes and steps and to lead implementation</p> <p>Teachers will: be practising principles of SWPB, show shared understanding</p> <p>Students will: adhering to SWPB Program</p>			
Success Indicators	<p>Success Indicators could include:</p> <p>Data showing showing reduction of recorded behaviours Consistent acknowledgement of expected behaviours Teachers aware of impact on learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduction of Growth Mindsets to all staff through PD	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$400.00

				<input type="checkbox"/> Equity funding will be used
Document explicit teaching of school wide expectations	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the acknowledgement system	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a positive school wide behaviour handbook for all staff and students	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Review behavioural responses flowchart	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$400.00 <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	\$16,000.00	\$14,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$16,000.00	\$14,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Introduction of Fountas and Pinnell through professional learning and PLC's	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$6,000.00	\$6,000.00
Work with ES Staff Member to provide additional reading assistance for those students in need in the classroom to enhance programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$8,000.00
Totals			\$16,000.00	\$14,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Totals	\$0.00	\$0.00
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Introduction of Fountas and Pinnell through professional learning and PLC's	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Fountas & Pinnell Trainers	<input checked="" type="checkbox"/> On-site
Literacy Learning Improvement Team will examine literacy toolbox and implement appropriate tools to use in the classroom.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document strategies to support the instructional model around launch and reflection	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<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"/> Departmental resources EIL's <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Document strategies to support the instructional model around focus and worktime	<input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 2	<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"/> Departmental resources EIL's	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team					
Document strategies to support the instructional model around worktime/catch	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 3	<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"/> Departmental resources EIL's	<input checked="" type="checkbox"/> On-site
Document strategies to support the instructional model around differentiation	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 4 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"/> Departmental resources EIL's	<input checked="" type="checkbox"/> On-site
Develop consistent teaching strategies for comprehension across PLC's	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 3	<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"/> Departmental resources EIL's	<input checked="" type="checkbox"/> On-site
Introduce Norms to whole staff as PD	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Introduce rolling agendas to staff	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 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
Introduce whole school inquiry, swoosh	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 3 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
Work on strategies to develop effective PLC's. Work with DET PLC Manager to introduce concepts to staff.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PLC Manager	<input checked="" type="checkbox"/> On-site
Introduction of Growth Mindsets to all staff through PD	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<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