

2021 Annual Implementation Plan

for improving student outcomes

Great Ryrie Primary School (5478)



Submitted for review by Karen Rouda (School Principal) on 17 February, 2021 at 11:02 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

Great Ryrie Primary School (5478)

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

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

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

Enter your reflective comments	<p>Goal: To improve individual student learning outcomes in Literacy.</p> <p>Our focus on providing differentiated activities and materials for EAL and learners of all levels meant that students were able to work independently with more confidence. We had to modify our expectations with regards to student outcomes as working within a student's ZPD is more challenging in a remote learning environment. However, we did our best to structure the tasks in a way that was logical and supported students as much as possible with explanatory videos that took them through our expectations. The benefit of video instruction is that students can re watch and learn at their own pace and participate in multiple exposures of learning content.</p> <p>All teams incorporated the Seven Steps (Writing Strategies) as much as possible to maintain consistent language of writing strategies across the school, as well as VCOP.</p> <p>In line with our AIP goal to strengthen our inclusive and supportive school environment we prioritised contacting the parents</p>
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	<p>in the first two weeks to check in with how they were going and then switched our focus to one to one student conferencing. We continued to prioritise our school values during whole class Google Meets as well as through weekly tasks around comparing how our school values could be demonstrated at home.</p> <p>We used online assemblies to remind students of our school values, and continued with student of the week awards as well as 'Bucket Filler Awards' to continue our focus on positive emotions and kindness.</p> <p>We ran a Positive Growth Mindset PL to support staff wellbeing and to continue the drive for staff to focus on Positive Education.</p>
<p>Considerations for 2021</p>	<p>Key Learnings: The importance of differentiation was highlighted in the planning of curriculum and videos were found to be extremely useful in differentiating the curriculum. Teams would like to continue to use digital technology to enhance the delivery of curriculum in the classroom and at home through the use of videos and Google Classroom. Videos particularly help with catering for varying levels and when teams are collaborating and sharing videos, this is more likely to occur.</p> <p>Implications: Will teachers make the videos and incorporate them into their planning due decreased time as normal school hours resume.</p> <p>Questions to consider: The leadership team will need to have a stronger presence in planning meetings to ensure the new skills learnt are incorporated into their planning.</p> <p>Do we have the ICT resources to enable all year levels to utilise the technology we have been using over the break?- Year 1&2 do not have up to date ipads to support Google Classroom. We will need to consider promoting our BYOD program and possibly extend it to Year 1&2 or look into leasing ipads.</p> <p>AS a result of the questions we were reflecting as mentioned above the return to on-site learning the school organised to update and purchase devices for whole class use to enable the learning to continue as started during remote learning. Due to the disruption caused by remote learning and the Goal 0 by DET has caused us to reconsider our priority of a focus on reading this year to concentrate on Goal 0. This has redirected our priority for 2021 and meant we are focusing on assessment analysis and monitoring of student progress.</p> <p>The importance of working as a team and sharing the load was highlighted throughout remote learning as they had more time to meet as a team. How do we continue to allow for collaborative planning where the team can work all together?</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal																																								
Target 1.1	Support for the 2021 Priorities																																								
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority																																								
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority																																								
Key Improvement Strategy 1.c Building communities	Connected schools priority																																								
Goal 2	To improve individual student learning outcomes in Literacy.																																								
Target 2.1	<p><u>NAPLAN</u></p> <p>Increase high relative growth in NAPLAN for Year 3 to 5 and Year 5 to 7, in all literacy and numeracy domains.</p> <table border="1"> <thead> <tr> <th>Year 3-5 2017</th> <th>Year 3-5 Target</th> <th>Year 5-7 2017</th> <th>Year 5-7 Target</th> </tr> </thead> <tbody> <tr> <td>Reading 28.33%</td> <td>Reading 35.00%</td> <td>Reading 22.67%</td> <td>Reading 30.00%</td> </tr> <tr> <td>Writing 24.59%</td> <td>Writing 30.00%</td> <td>Writing 17.33%</td> <td>Writing 25.00%</td> </tr> <tr> <td>Grammar 21.31%</td> <td>Grammar 25.00%</td> <td>Grammar 25.00%</td> <td>Grammar 30.00%</td> </tr> <tr> <td>Spelling 19.67%</td> <td>Spelling 25.00%</td> <td>Spelling 15.79%</td> <td>Spelling 25.00%</td> </tr> <tr> <td>Numeracy 13.11%</td> <td>Numeracy 25.00%</td> <td>Numeracy 21.33%</td> <td>Numeracy 25.00%</td> </tr> </tbody> </table> <p>The percentage of students achieving high gain to be above similar schools for reading, writing and numeracy.</p> <p>Decrease low relative growth in NAPLAN for Year 3 to 5 and Year 5 to 7, in all literacy and numeracy domains.</p> <table border="1"> <thead> <tr> <th>Year 3-5 2017</th> <th>Year 3-5 Target</th> <th>Year 5-7 2017</th> <th>Year 5-7 Target</th> </tr> </thead> <tbody> <tr> <td>Reading 26.67%</td> <td>Reading 20.00%</td> <td>Reading 24.00%</td> <td>Reading 20.00%</td> </tr> <tr> <td>Writing 32.79%</td> <td>Writing 25.00%</td> <td>Writing 16.00%</td> <td>Writing 15.00%</td> </tr> <tr> <td>Grammar 24.59%</td> <td>Grammar 20.00%</td> <td>Grammar 15.79%</td> <td>Grammar 15.00%</td> </tr> </tbody> </table>	Year 3-5 2017	Year 3-5 Target	Year 5-7 2017	Year 5-7 Target	Reading 28.33%	Reading 35.00%	Reading 22.67%	Reading 30.00%	Writing 24.59%	Writing 30.00%	Writing 17.33%	Writing 25.00%	Grammar 21.31%	Grammar 25.00%	Grammar 25.00%	Grammar 30.00%	Spelling 19.67%	Spelling 25.00%	Spelling 15.79%	Spelling 25.00%	Numeracy 13.11%	Numeracy 25.00%	Numeracy 21.33%	Numeracy 25.00%	Year 3-5 2017	Year 3-5 Target	Year 5-7 2017	Year 5-7 Target	Reading 26.67%	Reading 20.00%	Reading 24.00%	Reading 20.00%	Writing 32.79%	Writing 25.00%	Writing 16.00%	Writing 15.00%	Grammar 24.59%	Grammar 20.00%	Grammar 15.79%	Grammar 15.00%
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The percentage of students achieving low gain to be below similar schools for reading, writing and numeracy.

Increase the percentage of students in the top two bands of NAPLAN for reading, writing and numeracy and for the percentage to be above similar schools.

Year 3 2017 Reading 12.8+43.6=56.4% Writing 52.6+17.1=69.7% Numeracy 11.7+28.6=40.3%	Year 3 Target Reading 15.0+45.0=60.0% Writing 55.0+20.0=70.0% Numeracy 15.0+30.0=45.0%	Year 5 2017 Reading 19.4+19.4=38.8% Writing 7.4+2.9=10.3% Numeracy 20.6+10.3=30.9%	Year 5 Target Reading 22.5+22.5=45.0% Writing 15.0+10.0=25.0% Numeracy 25.0+15.0=40.0%
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Decrease the percentage of students in the bottom two bands of NAPLAN for reading, writing and numeracy

Year 3 2017 Reading 1.3+1.3=2.6% Writing 0.0+1.3=1.3% Numeracy 0.0+9.1=9.1%	Year 3 Target Reading 0.0+0.0=0.0% Writing 0.0+0.0=0.0% Numeracy 0.0+5.0=5.0%	Year 5 2017 Reading 4.5+9.0+13.5% Writing 1.5+7.4=8.9% Numeracy 2.9+11.8=14.7%	Year 5 Target Reading 2.5+5.0=7.5% Writing 0.0+5.0=5.0% Numeracy 0.0+5.0=5.0%
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The percentage of students in the bottom two bands of NAPLAN for reading, writing and numeracy to be below similar schools.

Victorian Curriculum – Teacher Judgements

Increase the percentages of students achieving a minimum of 12 months learning growth in 12 months from Foundation to Year 6 in literacy and numeracy.

Where; **R&V** Reading & Viewing, **S&L** Speaking & Listening, **W** Writing, **M&G** Measurement & Geometry,

N&A Number & Algebra, **S&P** Statistics & Probability

<u>2016-2017 Semester 1 – Semester 1 Actual:</u>	<u>2020-2021 Semester 1 – Semester 1 Target:</u>
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Student Attitudes to School Survey

Increase the percentage of positive endorsement in the domain of Effective teaching practices for cognitive development.

Attitudes to School Survey Results, Percentile - 2017 - Years 4-6			
		Percentile	
Parent Factor Name	Factor Name	School	Target
Effective teaching practice for cognitive engagement	Differentiated learning challenge	38.1	75.0
	Effective classroom behaviour	46.7	75.0
	Effective teaching time	24.8	75.0
	Stimulated learning	37.6	75.0

Parent Opinion Survey

Increase the school ‘percent endorsed’, plotted as percentage ranks against Primary School ‘percent endorsed’, for all student cognitive engagement. measures

Parent Opinion Survey - Percentile by Factor by School Type
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	School percent endorsed plotted as percentage ranks against Primary School percent endorsed																											
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	Student cognitive engagement	2017	Target																									
	High expectations for success	23.2	50.0																									
	Student motivation and support	26.7	55.0																									
	Stimulating learning environment	29.4	60.0																									
	Effective teaching	26.1	55.0																									
Key Improvement Strategy 2.a Building practice excellence	Embed evidence-based and consistent teaching and learning pedagogy in Writing.																											
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Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed SWPBS, RRRR and implement Positive Education 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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>YEAR 5 NAPLAN Reading 2019- 24% high growth in reading, 35% low growth. 2021 Target-26% High Growth to be above state and similar schools Decrease low growth to 25% 2019- 41% in the top two bands. 2021 Target- Maintain 65% students in the top two bands. Increase top 2 Bands in Reading from 41% to 48% to meet network. Writing 2019 -36% high growth in Writing</p>

			<p>and 23% low growth. 2021 Targets -40% high growth to continue to be above state and network schools. Decrease low growth to 20% 2019-34% in the top two bands. 2021 Target- Increase the amount of students maintaining the top two bands from 43% to 50%. Numeracy 2019-37% high growth and 12% low growth 2021 Targets- Increase high growth to 40% and decrease low growth to 10% 2019-46% in the top two bands with 83% maintaining growth. 2021 Targets- Increase top two bands to 50% YEAR 3 NAPLAN Reading Year 3 2019- 63% top two bands, 13% in</p>
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			<p>bottom two bands 2021 Target- Increase to 67% students in the top two bands. Decrease bottom 2 bands to 5% Writing 2019- 51% top two bands, 0% in bottom two bands 2021 Target- Increase to 61% in the top two bands to align with network and state. Math 2019- 53% top two bands, 3% in bottom two bands 2021-56% top two bands</p> <p>STUDENT ATTITUDES TO SCHOOL SURVEY Increase the percentage endorsement for Differentiated learning challenge from 83% to 87%, Effective classroom behaviour from</p>
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			<p>70% to 80%, Effective Teaching Time from 78% to 82%, Stimulated learning, from 71% to 76%. PARENT OPINION SURVEY Increase the percentage endorsement for Effective Teaching from 75% to 82%. STAFF OPINION SURVEY SCHOOL CLIMATE MODULE Increase the percentage endorsement for; Academic Emphasis from 76% to 83%, Collective efficacy from 77% to 85%, SCHOOL LEADERSHIP Instructional Leadership 85%- 88%</p>
To improve individual	No	<u>NAPLAN</u>	

student learning outcomes in Literacy.

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The percentage of students achieving high gain to be above similar schools for reading, writing and numeracy.

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Student Attitudes to School Survey

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Attitudes to School Survey Results, Percentile - 2017 - Years 4-6

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		Percentile																																			
Parent Factor Name	Factor Name	School	Target																																		
Effective teaching practice for cognitive engagement	Differentiated learning challenge	38.1	75.0																																		
	Effective classroom behaviour	46.7	75.0																																		
	Effective teaching time	24.8	75.0																																		

		Stimulated learning	37.6	75.0	
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Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>YEAR 5 NAPLAN</p> <p>Reading 2019- 24% high growth in reading, 35% low growth. 2021 Target-26% High Growth to be above state and similar schools Decrease low growth to 25% 2019- 41% in the top two bands. 2021 Target-Maintain 65% students in the top two bands. Increase top 2 Bands in Reading from 41% to 48% to meet network.</p> <p>Writing 2019 -36% high growth in Writing and 23% low growth. 2021 Targets -40% high growth to continue to be above state and network schools. Decrease low growth to 20% 2019-34% in the top two bands. 2021 Target-Increase the amount of students maintaining the top two bands from 43% to 50%.</p> <p>Numeracy 2019-37% high growth and 12% low growth 2021 Targets-Increase high growth to 40% and decrease low growth to 10% 2019-46% in the top two bands with 83% maintaining growth. 2021 Targets-Increase top two bands to 50%</p> <p>YEAR 3 NAPLAN</p> <p>Reading Year 3 2019- 63% top two bands, 13% in bottom two bands 2021 Target- Increase to 67% students in the top two bands. Decrease bottom 2 bands to 5%</p> <p>Writing 2019- 51% top two bands, 0% in bottom two bands 2021 Target- Increase to 61% in the top two bands to align with network and state.</p>

	<p>Math 2019- 53% top two bands, 3% in bottom two bands 2021-56% top two bands</p> <p>STUDENT ATTITUDES TO SCHOOL SURVEY Increase the percentage endorsement for Differentiated learning challenge from 83% to 87%, Effective classroom behaviour from 70% to 80%, Effective Teaching Time from 78% to 82%, Stimulated learning, from 71% to 76%.</p> <p>PARENT OPINION SURVEY Increase the percentage endorsement for Effective Teaching from 75% to 82%.</p> <p>STAFF OPINION SURVEY SCHOOL CLIMATE MODULE Increase the percentage endorsement for; Academic Emphasis from 76% to 83%, Collective efficacy from 77% to 85%, SCHOOL LEADERSHIP Instructional Leadership 85%-88%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>YEAR 5 NAPLAN</p> <p>Reading 2019- 24% high growth in reading, 35% low growth. 2021 Target-26% High Growth to be above state and similar schools Decrease low growth to 25% 2019- 41% in the top two bands. 2021 Target-Maintain 65% students in the top two bands. Increase top 2 Bands in Reading from 41% to 48% to meet network.</p> <p>Writing 2019 -36% high growth in Writing and 23% low growth. 2021 Targets -40% high growth to continue to be above state and network schools. Decrease low growth to 20% 2019-34% in the top two bands. 2021 Target-Increase the amount of students maintaining the top two bands from 43% to 50%.</p> <p>Numeracy 2019-37% high growth and 12% low growth 2021 Targets-Increase high growth to 40% and decrease low growth to 10% 2019-46% in the top two bands with 83% maintaining growth. 2021 Targets-Increase top two bands to 50%</p> <p>YEAR 3 NAPLAN</p> <p>Reading Year 3 2019- 63% top two bands, 13% in bottom two bands 2021 Target- Increase to 67% students in the top two bands. Decrease bottom 2 bands to 5%</p> <p>Writing 2019- 51% top two bands, 0% in bottom two bands 2021 Target- Increase to 61% in the top two bands to align with network and state.</p> <p>Math 2019- 53% top two bands, 3% in bottom two bands 2021-56% top two bands</p> <p>STUDENT ATTITUDES TO SCHOOL SURVEY</p>

	<p>Increase the percentage endorsement for Differentiated learning challenge from 83% to 87%, Effective classroom behaviour from 70% to 80%, Effective Teaching Time from 78% to 82%, Stimulated learning, from 71% to 76%. PARENT OPINION SURVEY Increase the percentage endorsement for Effective Teaching from 75% to 82%. STAFF OPINION SURVEY SCHOOL CLIMATE MODULE Increase the percentage endorsement for; Academic Emphasis from 76% to 83%, Collective efficacy from 77% to 85%, SCHOOL LEADERSHIP Instructional Leadership 85%-88%</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Building teacher capability to deliver targeted student support in literacy and numeracy
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -be able to articulate personal goals -be able to articulate success criteria -discuss learning strategies identified by conferring- be identified and supported (if in need of targeted academic support or intervention) - know what their next steps are to progress their learning <p>Teachers will:</p> <ul style="list-style-type: none"> -identify students using the assessment plan and monitor growth -develop an IEP for students achieving more than 6 months below. -use current data to teach to student needs at their point of need - provide regular feedback and monitor student progress using data walls -implement targeted teaching strategies -use HITS to plan lessons and units -consistently and explicitly implement the school's instructional model

	<ul style="list-style-type: none"> -confer with students to develop personal goals -conduct learning walks to learn from peers and strengthen practice -conduct observations in EAL learning hub to enhance knowledge of how to effectively cater for and explicitly teach the EAL Curriculum - meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons etc <p>Leaders will:</p> <ul style="list-style-type: none"> -ensure the SPA platform is updated with current assessment and provide PL on analysis of this data -ensure the assessment plan is adhered to, to identify students and monitor growth -develop viable support strategies that will best meet their learning needs -plan to effectively utilise all initiative funding through the tutor program - identify and review the effectiveness of TL program -provide PL sessions to facilitate PLC inquiries in year levels -conduct regular classroom observation to monitor progress/targeted teaching -provide mentoring and coaching to support teachers to targeted teaching in small groups -identify success indicators -modify role descriptions to incorporate this initiative -resource the EAL Coach to support and model best practice in EAL teaching. -Attend the Leadership capability PL and participate in coaching sessions. 			
Success Indicators	<ul style="list-style-type: none"> *Team planning and professional learning time will prioritise assessment data analysis and be evidenced in meeting schedules and minutes *Teachers' formative assessment data and teacher judgement data *Recording of the foci of learning walk and feeding that back to staff and students. *Classroom observations and learning walks demonstrating take up of professional learning strategies *Data walls indicating clearly student progress 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data Analysis sessions: Schedule sessions with Learning specialists and the SIT to extract data sets and use them for discussions around whole school	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1	\$1,756.00

planning, student progress and growth to assist in the identification of the tutor program groupings and requirements and whole school progress.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. SPA induction and training, Essential Assessment training, PAT analysis,	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,705.00 <input checked="" type="checkbox"/> Equity funding will be used
Budget and provide time for middle leaders Development and PL for the middle leaders. Attend a Leadership Capability Program for 14 of your school leaders designed to support our leaders to understand themselves with greater insight, manage themselves under pressure, develop resilience and co lead the development of a high-performance school culture.	<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	\$17,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Release teachers to participate in Learning walks, Peer Observations Coaching and Professional learning in line with the AIP Goals of improving literacy. Document data from coaching and observation booklets.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,440.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish resourcing for individual and tailored support programs including: Literacy Support Teacher EAL teacher MEA	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,254.00 <input checked="" type="checkbox"/> Equity funding will be used
Regular release per fortnight. Release leaders by appointing a person 0.2 to analyse data in preparation for team meetings	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$18,572.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Working with Victorian Foundation House, DET and CMY on a two year project (RESP) to improve teacher practice around supporting EAL learners. 4 Days for Leading Teacher to be released to attend Professional Learning	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,744.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish Teacher Tutor program to assist with catch up and extension of students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$142,982.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> • Seek support when needed • Know how to support a friend • Describe typical 2020 experiences (and future) in a balanced, optimistic manner • Have skills and vocabulary to express how they are feeling • Use Wellbeing Journals to discuss and record wellbeing from years 3-6. <p>Teachers will</p> <ul style="list-style-type: none"> • Have access to appropriate resources to screen students if concerned, and be able to articulate the process of how to refer students to services or leadership team • Ensure students know where to go for help and information • Ensure students know what providing effective support means • Explicitly teach and provide opportunities for students to practice the skills to seek support through the URStrong, Zones of Regulation and RRRR programs • Establish a class narrative that fosters positive mental health and normalises support seeking 			

	<p>Leaders will</p> <ul style="list-style-type: none"> • Provide structures that provide required support mechanisms such as: On Psych, Chaplaincy Program, Family Violence Initiative and Reporting Process • Train staff in provision of support including: refresher of Family Violence screening and responding to disclosures • Appoint a Welfare Coordinator to support the AP to manage student wellbeing and welfare • Develop a school-wide narrative that fosters positive mental health and normalises support seeking through the implementation of Zones of Regulation and URStrong 			
<p>Success Indicators</p>	<p>Students:</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey • Pre and post-test regarding URStrong implementation • Wellbeing journals in Year 3 – 6 <p>Teachers</p> <ul style="list-style-type: none"> • Data indicating referrals and counselling sessions provided by On Psych • Data indicating referrals and sessions undertaken by Chaplain • Weekly Level Planners including explicit teaching of URStrong, Zones and RRRR • Completion of Family Violence PL for new staff <p>Leaders</p> <ul style="list-style-type: none"> • On Psych counsellor attend a staff meeting to introduce herself and explain the services they provide • Data indicating referrals and counselling sessions provided by On Psych • Data indicating referrals and sessions undertaken by Chaplain • PL Schedule highlighting Family Violence training • Documentation of referrals to DHHS, SOCCIT and screening conversations • Weekly Level Planners including explicit teaching of URStrong, Zones and RRRR • Timetable of Chaplain visits to classroom promoting student wellbeing 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Plan for and schedule professional learning in SWPBS, UR Strong, RR including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$872.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and monitor documentation for the SWPBS school framework and purchase positive data application to track student behaviour. Use this information to action plan to support students at risk.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Appoint a Welfare Coordinator to support the AP to manage student wellbeing and welfare, lead and implement Zones of Regulation, UR Strong and manage On Psych service and case load.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,400.00 <input checked="" type="checkbox"/> Equity funding will be used
New staff to be inducted into the Family Violence Trial via a half day professional learning session	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$878.00 <input checked="" type="checkbox"/> Equity funding will be used
Subscriptions for UR Strong	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$795.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	Strengthen & embed the connection with parents/carers developed during remote and flexible learning			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -feel connected to their school & have positive attitudes to attendance -students will feel cared for & valued by peers, staff and school leaders. <p>Teachers will:</p> <ul style="list-style-type: none"> -have strong relationships with students and parents/carers/kin -New MEAS will work with EAL families to support them during hardship and make stronger connections between school and home. <p>Leaders will:</p> <ul style="list-style-type: none"> - budget for an extra day for the Chaplain to support the families that experienced hardship as a result of COVID -support the Chaplaincy Program with weekly check-ins to monitor family and student well-being -prioritise time for staff to communicate & build relationships with parents/carers. <p>Community members will:</p> <p>Chaplain will connect with vulnerable families as identified through equity funding</p> <ul style="list-style-type: none"> - feel welcome in the school and regularly use school facilities 			
Success Indicators	<p>Student perception and survey data</p> <p>Parent/carer/kin surveys and interviews</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Enhance and upkeep the use of the school grounds and facilities as a community hub for sports and events	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00

				<input type="checkbox"/> Equity funding will be used
Initiate school-based Koorie and EAL community events including Reconciliation Week, NAIDOC Week, EAL celebrations. Release EAL Leading teacher to coordinate EAL Information, parent information evenings and special events.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,744.00 <input checked="" type="checkbox"/> Equity funding will be used
Fund the school chaplain for an extra 320 hours in 2021 to support the families that experienced hardship as a result of COVID, with weekly check ins to monitor family and student well-being.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,020.00 <input checked="" 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	\$135,680.00	\$135,680.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$135,680.00	\$135,680.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Data Analysis sessions: Schedule sessions with Learning specialists and the SIT to extract data sets and use them for discussions around whole school planning, student progress and growth to assist in the identification of the tutor program groupings and requirements and whole school progress.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,756.00	\$1,756.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. SPA induction and training, Essential Assessment training, PAT analysis,	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,705.00	\$10,705.00
Budget and provide time for middle leaders Development and PL for the middle leaders. Attend a Leadership Capability Program for 14 of your school leaders designed to support our	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$17,000.00	\$17,000.00

leaders to understand themselves with greater insight, manage themselves under pressure, develop resilience and co lead the development of a high-performance school culture.	to: Term 4			
Release teachers to participate in Learning walks, Peer Observations Coaching and Professional learning in line with the AIP Goals of improving literacy. Document data from coaching and observation booklets.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$17,440.00	\$17,440.00
Establish resourcing for individual and tailored support programs including: Literacy Support Teacher EAL teacher MEA	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$35,254.00	\$35,254.00
Regular release per fortnight. Release leaders by appointing a person 0.2 to analyse data in preparation for team meetings	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$18,572.00	\$18,572.00
Working with Victorian Foundation House, DET and CMY on a two year project (RESP) to improve teacher practice around supporting EAL learners. 4 Days for Leading Teacher to be released to attend Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$1,744.00	\$1,744.00
Plan for and schedule professional learning in SWPBS, UR Strong, RR including subsequent sessions to determine impact and review actions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$872.00	\$872.00
Develop and monitor documentation for the SWPBS school framework and purchase positive data application to track student behaviour. Use this information to action plan to support students at risk.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,500.00	\$1,500.00

Appoint a Welfare Coordinator to support the AP to manage student wellbeing and welfare, lead and implement Zones of Regulation, UR Strong and manage On Psych service and case load.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$14,400.00	\$14,400.00
New staff to be inducted into the Family Violence Trial via a half day professional learning session	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> CRT	\$878.00	\$878.00
Subscriptions for UR Strong	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$795.00	\$795.00
Initiate school-based Koorie and EAL community events including Reconciliation Week, NAIDOC Week, EAL celebrations. Release EAL Leading teacher to coordinate EAL Information, parent information evenings and special events.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,744.00	\$1,744.00
Fund the school chaplain for an extra 320 hours in 2021 to support the families that experienced hardship as a result of COVID, with weekly check ins to monitor family and student well-being.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$13,020.00	\$13,020.00
Totals			\$135,680.00	\$135,680.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Data Analysis sessions: Schedule sessions with Learning specialists and the SIT to extract data sets and use them for discussions around whole school planning, student progress and growth to assist in the identification of the tutor program groupings and requirements and whole school progress.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. SPA induction and training, Essential Assessment training, PAT analysis,	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants SPA -Consultant	<input checked="" type="checkbox"/> On-site
Budget and provide time for middle leaders Development and PL for the middle leaders. Attend a Leadership Capability Program	<input checked="" type="checkbox"/> Leadership Team <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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Collective Possibilities Lindy Amos Leadership Development	<input checked="" type="checkbox"/> On-site

for 14 of your school leaders designed to support our leaders to understand themselves with greater insight, manage themselves under pressure, develop resilience and co lead the development of a high-performance school culture.						
Release teachers to participate in Learning walks, Peer Observations Coaching and Professional learning in line with the AIP Goals of improving literacy. Document data from coaching and observation booklets.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Working with Victorian Foundation House, DET and CMY on a two year project (RESP) to improve teacher practice around supporting EAL learners. 4 Days for Leading Teacher to be released to attend Professional Learning	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning in SWPBS, UR Strong, RR including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

Appoint a Welfare Coordinator to support the AP to manage student wellbeing and welfare, lead and implement Zones of Regulation, UR Strong and manage On Psych service and case load.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
New staff to be inducted into the Family Violence Trial via a half day professional learning session	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site