

# 2020 Annual Implementation Plan

## for improving student outcomes

St Andrews Primary School (0128)



Submitted for review by Hayley Styles (School Principal) on 21 January, 2020 at 09:43 AM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 21 January, 2020 at 12:57 PM  
Endorsed by Melanie Bartlett (School Council President) on 27 January, 2020 at 04:42 PM

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	<p>Working from a positive position, the school staff have worked hard to put a lot of foundations for growth this year. Professional learning, growth and development has been encouraged, and teachers have put a lot of work into creating documentation to be used to guide teaching, learning and assessment. A lot of work was put into reviewing the school's Visions and Values. The school's community was invited to take part in a lot of reflective discussions and communication processes were focused on for improvement. Future focuses will be on refining the school's developmental plan for the improvement of teaching and learning and providing more opportunities for teachers to reflect on their own practice in line with student progress. We will also focus on continuing to strengthen the relationship with local schools to focus on the improvement of specific student opportunities and teacher development.</p>
<b>Considerations for 2020</b>	<p>The staff need to have a clear professional development plan. Using Inquiry Cycles to improve their knowledge and use of: assessment and data, effective teaching strategies, &amp; curriculum delivery and development.</p> <p>The School Wide Positive Behaviour Program needs to be followed, reviewed and refined so as to ensure student behaviour within classrooms and the school continue to improve. In line with this, opportunities for student voice and agency need to be improved, integrating seamlessly in processes of whole school and individual class planning and action.</p>

	With the creation of the new school values, and new focuses from the 2018 review, communication needs to continue to improve with the community so as to involve them in a more thorough, positive manner.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve student outcomes in reading and writing.
<b>Target 1.1</b>	NAPLAN high growth to be at or above 25 per cent for reading. NAPLAN low growth to be at or below 20 per cent for reading.
<b>Target 1.2</b>	NAPLAN high growth to be at or above 25 per cent for writing. NAPLAN low growth to be at or below 20 per cent for writing.
<b>Target 1.3</b>	All students to make 12 months growth (using triangulated data) in one academic year according to Teacher judgement.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop a broad and viable curriculum. (CPA)
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build the capacity of all staff to use high impact teaching strategies. (BPE)
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.(CPA)
<b>Goal 2</b>	Increase student agency in learning.

<b>Target 2.1</b>	Student opinion related to Effective teaching practices for cognitive engagement to be 90 per cent positive.
<b>Target 2.2</b>	Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 80 per cent.
<b>Target 2.3</b>	Parent opinion related to General satisfaction to be at or above 85 per cent positive.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Embed a whole school approach to the delivery of differentiated learning, feedback and high expectations.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop classroom structures and processes which support learner agency.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student outcomes in reading and writing.	Yes	<p>NAPLAN high growth to be at or above 25 per cent for reading.</p> <p>NAPLAN low growth to be at or below 20 per cent for reading.</p>	<p>2019 NAPLAN high growth was 30% in Reading. NAPLAN low growth was 17% in Reading.</p> <p>2020 NAPLAN high growth to be at or above 35% for Reading. NAPLAN low growth to be at or below 15% for Reading.</p>
		<p>NAPLAN high growth to be at or above 25 per cent for writing.</p> <p>NAPLAN low growth to be at or below 20 per cent for writing.</p>	<p>2019 NAPLAN high growth was 20% in Writing. NAPLAN low growth was 20% in Writing.</p> <p>2020 NAPLAN high growth to be at or above 25% for Writing. NAPLAN low growth to be at or below 15% for Writing.</p>
		<p>All students to make 12 months growth (using triangulated data) in one academic year according to Teacher judgement.</p>	<p>2019 This year 90% of students made 12 months growth in Reading and 92% of students made 12 months growth in Writing.</p>

			<p>2020</p> <p>95% students to make 12 months growth (using triangulated data) in one academic year according to Teacher Judgement.</p>
Increase student agency in learning.	Yes	<p>Student opinion related to Effective teaching practices for cognitive engagement to be 90 per cent positive.</p>	<p>2019</p> <p>This year student opinion related to Effective Teaching Practices for Cognitive Engagement was 77% positive.</p> <p>2020</p> <p>Student opinion related to Effective Teaching Practices for Cognitive Engagement to be 83% positive.</p>
		<p>Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 80 per cent.</p>	<p>2019</p> <p>Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning was 45% positive, 65% positive, 50% and 67% respectively, averaging 56% positive.</p> <p>2020</p> <p>Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 68 per cent.</p>
		<p>Parent opinion related to General satisfaction to be at or above 85 per cent positive.</p>	<p>2019</p> <p>Parent opinion related to General satisfaction was 75% positive.</p> <p>2020</p> <p>Parent opinion related to General satisfaction to be at or above 80 per cent positive.</p>



<b>Goal 1</b>	Improve student outcomes in reading and writing.	
<b>12 Month Target 1.1</b>	<p>2019 NAPLAN high growth was 30% in Reading. NAPLAN low growth was 17% in Reading.</p> <p>2020 NAPLAN high growth to be at or above 35% for Reading. NAPLAN low growth to be at or below 15% for Reading.</p>	
<b>12 Month Target 1.2</b>	<p>2019 NAPLAN high growth was 20% in Writing. NAPLAN low growth was 20% in Writing.</p> <p>2020 NAPLAN high growth to be at or above 25% for Writing. NAPLAN low growth to be at or below 15% for Writing.</p>	
<b>12 Month Target 1.3</b>	<p>2019 This year 90% of students made 12 months growth in Reading and 92% of students made 12 months growth in Writing.</p> <p>2020 95% students to make 12 months growth (using triangulated data) in one academic year according to Teacher Judgement.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop a broad and viable curriculum. (CPA)	Yes
<b>KIS 2</b> Building practice excellence	Build the capacity of all staff to use high impact teaching strategies. (BPE)	Yes
<b>KIS 3</b>	Develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.(CPA)	Yes

Curriculum planning and assessment		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<ol style="list-style-type: none"> <li>1. To continue the use and creation of new planning documents.</li> <li>2. Teachers need to focus on the professional development of HITS in line with implementation of the new Instructional Model</li> <li>3. Use new documents, embed the use of the Assessment Schedule and focus monthly meetings on data</li> </ol>	
<b>Goal 2</b>	Increase student agency in learning.	
<b>12 Month Target 2.1</b>	<p>2019 This year student opinion related to Effective Teaching Practices for Cognitive Engagement was 77% positive.</p> <p>2020 Student opinion related to Effective Teaching Practices for Cognitive Engagement to be 83% positive.</p>	
<b>12 Month Target 2.2</b>	<p>2019 Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning was 45% positive, 65% positive, 50% and 67% respectively, averaging 56% positive.</p> <p>2020 Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 68 per cent.</p>	
<b>12 Month Target 2.3</b>	<p>2019 Parent opinion related to General satisfaction was 75% positive.</p> <p>2020 Parent opinion related to General satisfaction to be at or above 80 per cent positive.</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	

<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Embed a whole school approach to the delivery of differentiated learning, feedback and high expectations.</p>	<p>Yes</p>
<p><b>KIS 2</b> Empowering students and building school pride</p>	<p>Develop classroom structures and processes which support learner agency.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>1. In line with new Instructional Model and consistency of goals setting  1. SWPBS - focus on providing feedback and high expectations</p> <p>2. Instructional Model - Conferencing and goal setting to promote Student Agency  2. Viewing whole school planning with the lens of student agency - excursions/special days  2. Refine and improve SRC practices</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve student outcomes in reading and writing.
<b>12 Month Target 1.1</b>	<p>2019 NAPLAN high growth was 30% in Reading. NAPLAN low growth was 17% in Reading.</p> <p>2020 NAPLAN high growth to be at or above 35% for Reading. NAPLAN low growth to be at or below 15% for Reading.</p>
<b>12 Month Target 1.2</b>	<p>2019 NAPLAN high growth was 20% in Writing. NAPLAN low growth was 20% in Writing.</p> <p>2020 NAPLAN high growth to be at or above 25% for Writing. NAPLAN low growth to be at or below 15% for Writing.</p>
<b>12 Month Target 1.3</b>	<p>2019 This year 90% of students made 12 months growth in Reading and 92% of students made 12 months growth in Writing.</p> <p>2020 95% students to make 12 months growth (using triangulated data) in one academic year according to Teacher Judgement.</p>
<b>KIS 1</b> Curriculum planning and assessment	Develop a broad and viable curriculum. (CPA)
<b>Actions</b>	Ensure consistent understanding, use and implementation of the whole school Literacy and Inquiry curriculum documents.
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Regularly monitor use of the Writing and Inquiry Planners</li> <li>- Assist teachers to use tools to track planning and student development</li> <li>- Model and promote high level classroom practice in the provision of curriculum</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Have a developed knowledge of the Victorian Curriculum</li> <li>- Consistently use school wide documentation for the planning and delivery of Literacy and Inquiry topics</li> <li>- Regularly monitor the use of the Writing and Inquiry Planners in SIT meetings</li> <li>- Track student learning and provide feedback to students and parents</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Identify the learning outcomes of units of work and individual lessons</li> <li>- Understand their own skills and learning goals in line with unit outcomes</li> </ul>			
<b>Success Indicators</b>	<p>Leaders &gt; Minutes from staff and SIT meetings demonstrate effective use and monitoring of school planning documents, Professional Learning presentations address these specific learning intentions</p> <p>Teachers &gt; Teachers use whole school planning documents, Planning documents show evidence of curriculum monitoring, PDP goals address the use of whole school documentation for tracking of curriculum and student development.</p> <p>Students &gt; Documentation of Individual goals and progression within the Victorian Curriculum, reports reflect evidence of growth in line with curriculum</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide professional learning to teachers in the use of Compass to track student progression through the Victorian Curriculum.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$300.00  <input checked="" type="checkbox"/> Equity funding will be used
Monitoring the use of Writing and Inquiry Planning Documents regularly at School Improvement Team meetings.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Development and implementation of professional learning program to support staff understanding of the Victorian Curriculum.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Development of new units of work in line with the School Curriculum Plans; inclusive of clear curriculum and student goals and outcomes.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Build the capacity of all staff to use high impact teaching strategies. (BPE)			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implement the Teaching Instructional Model in Writing at St Andrews PS.</li> <li>- Develop staff capability to use High Impact Teaching Strategies in line with the school's instructional model</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Regularly observe lessons to monitor the implementation of the instructional model</li> <li>- Facilitate teacher's development and personal reflection through School Improvement Team, SIT, discussions and peer observations</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Understand what best practice, in line with HITS, looks like and reflect on and improve practice.</li> <li>- Be able to articulate what HITS look like both generally and within their specific class</li> <li>- Follow the Instructional Teaching Model in Writing, inclusive of planning and documentation</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Provide feedback to teachers in SRC meetings</li> <li>- Be familiar with the expected processes and components of the instructional model</li> </ul>			
<b>Success Indicators</b>	<p>Leaders &gt; Minutes from staff and SIT meetings demonstrate effective use and monitoring of school planning documents, Peer Observations will address the implementation of the Instructional Model, SRC notes will record conversations addressing the instructional model/teacher practice</p> <p>Teachers &gt; PL notes reflect appropriate professional Learning, Planning docs show the use of the Instructional Model, PDP goals reflect a focus on High Improvement Teaching Strategies, in line with the implementation of the Instructional Model</p> <p>Students &gt; SRC minutes address the introduction of the new teaching model, Increased positive results in the AToSS in line with Effective Teaching Practice for Cognitive Engagement</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Conduct Peer Observations, both internal and external, with a focus on the implementation of the instructional model and identified HITS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,200.00  <input checked="" type="checkbox"/> Equity funding will be used
Development and implementation of professional learning program to support staff understanding of High Impact Teaching Strategies	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00  <input checked="" type="checkbox"/> Equity funding will be used
Conduct a review of the understanding and use of HITS in classrooms/with teachers. Particularly; 1. Setting Goals, 2. Structuring Lessons, 3. Explicit Teaching, 4. Worked Examples, 8. Feedback and 10. Differentiated Teaching.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$600.00  <input checked="" type="checkbox"/> Equity funding will be used
Conduct SRC meetings with the intention of reflecting upon the effectiveness of the implementation of the instructional model	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
Reflect on implementation of instructional model and HITS regularly at School Improvement Team meetings	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Curriculum planning and assessment	Develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.(CPA)			
<b>Actions</b>	Ensure that consistent and collaborative assessment practices are being carried out Develop Teacher capability to use assessment to inform Teaching and Learning and measure student growth			

<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Monitor the implementation of the Assessment Schedule</li> <li>- Provide regular opportunities for staff to reflect on assessments and collaborate on future teaching and learning</li> <li>- Monitor whole school growth</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Consistently meet the requirements of the Assessment Schedule</li> <li>- Use assessment outcomes to guide teaching and learning</li> <li>- Monitor student growth and adjust classroom practices accordingly</li> <li>- Provide feedback to students in regards to their learning development</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- have an awareness of their learning progression</li> <li>- meet with teachers to discuss their learning and identify next steps for development</li> </ul>			
<b>Success Indicators</b>	<p>Leaders &gt; Minutes from staff and SIT meetings demonstrate effective use of assessment to inform teaching and measure growth, Data wall will show the monitoring of students through assessment data</p> <p>Teachers &gt; PDP Goals will reflect specific goals in line with teachers use of assessment to inform teaching and planning, Conferencing documentation will reflect teacher's monitoring of student goals and growth, Student Assessment documentation, Planning documents will reflect teaching modification in line with assessment results/student needs</p> <p>Students &gt; Students will keep individual Learning goals/personal reflections in line with their individual assessments, ATOSS improvement in line with 'Learner Characteristics and Disposition' and 'Effective Practice for Cognitive Engagement'</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Establish a process for the whole school monitoring of the Assessment Schedule and entering of data.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide professional learning to teachers in the use of Compass to report and analyse assessment data.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00  <input checked="" type="checkbox"/> Equity funding will be used



Teachers schedule and meet with students to discuss feedback of assessment and discuss future goals.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00  <input checked="" type="checkbox"/> Equity funding will be used
Monitoring the use of Assessment Schedule and discuss data, student progression and teaching impacts regularly at School Improvement Team meetings	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Development and implementation of professional learning program to support staff with the implementation of the Assessment schedule, understanding of results and tracking of student growth.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Increase student agency in learning.			
<b>12 Month Target 2.1</b>	2019 This year student opinion related to Effective Teaching Practices for Cognitive Engagement was 77% positive.  2020 Student opinion related to Effective Teaching Practices for Cognitive Engagement to be 83% positive.			
<b>12 Month Target 2.2</b>	2019 Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning was 45% positive, 65% positive, 50% and 67% respectively, averaging 56% positive.  2020 Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 68 per cent.			
<b>12 Month Target 2.3</b>	2019 Parent opinion related to General satisfaction was 75% positive.			

	2020 Parent opinion related to General satisfaction to be at or above 80 per cent positive.
<b>KIS 1</b> Empowering students and building school pride	Embed a whole school approach to the delivery of differentiated learning, feedback and high expectations.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop a whole-school understanding of what student agency in learning looks like</li> <li>• Identify opportunities to activate student agency in learning</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Be able to clearly articulate what student agency looks like at St Andrews Primary School</li> <li>- Ensure students are consulted as key stakeholders in whole-school curriculum planning</li> <li>- Regularly meet with the SRC to seek feedback on implementation progress</li> <li>- Regularly observe lessons to monitor implementation progress</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Be able to articulate what student agency in learning looks like both generally and within their specific class</li> <li>- Explicitly teach students to set and track progress against individual learning goals</li> <li>- Work in teams to explicitly integrate opportunities for student agency within the whole-school curriculum plan, including seeking feedback from SRC</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to identify specific examples of agency in learning in their classes</li> <li>- Set and track progress against individual learning goals</li> <li>- Formally contribute to curriculum planning through SRC</li> </ul>
<b>Success Indicators</b>	<p>Leaders &gt; Minutes from staff and SIT meetings demonstrate discussions around student Agency, professional learning presentations on student agency, agendas/minutes from SRC meetings will address student agency</p> <p>Teachers &gt; PDP notes reflecting on progress in implementing agency in learning, planning documents will reflect a focus of implementing student agency where possible.</p> <p>Students &gt; SRC feedback/minutes/agendas will address student agency, individual learning goal records will document student choice/focus</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Conduct a review of the understanding and use of Student Agency in the classroom and in regards to teacher planning.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$600.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning to teachers in the area of Student Agency, with a particular focus on the Department's Amplify practice guide.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$900.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish a process for the whole school in regards to what student agency looks like at STAPS.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct SRC meetings with the intention of reflecting upon the process of student agency in their classrooms.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$200.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Develop classroom structures and processes which support learner agency.			
<b>Actions</b>	Develop a whole-school understanding of the School Wide Positive Behaviour Support framework Further embed use within the classroom and across the whole school			

<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- model positive and respectful relationships at all times</li> <li>- have a strong knowledge of SWPBS</li> <li>- regularly monitor implementation and effectiveness of SWPBS</li> <li>- support staff to use effective classroom practices</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- understand what SWPBS is</li> <li>- consistently implement SWPBS at all times</li> <li>- model positive and respectful relationships</li> <li>- explicitly teach expected behaviours from the Matrix in line with planning documents</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to identify the school's expected behaviours</li> <li>- be able to identify the SWPBS in action (e.g. specific examples in their classes)</li> </ul>			
<b>Success Indicators</b>	<p>Leaders &gt; minutes from meetings will document implementation and tracking of SWPBS and student behaviour, notes from support staff with specific incidents, notes from learning walks/classroom observations and the roll out of SWPBS, SWPBS data will be collected</p> <p>Teachers &gt; SWPBS data will be collected; records of individual interventions or plans for students will be created and followed, teaching documents will show teaching of SWPBS</p> <p>Students &gt; SWPBS data will be discussed in SRC; student conversations/feedback will be delivered to school via SRC; AToSS data for factors Managing bullying, Effective classroom behaviour increase by 5%</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Establish a whole school process for the teaching and implementation of SWPBS at STAPS.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$300.00  <input type="checkbox"/> Equity funding will be used
Conduct SRC meetings with the intention of reflecting upon student behaviour and SWPBS.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Development and implementation of professional learning program to support staff with the implementation of SWPBS, with a particular focus on consistency and support for specialist teachers.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00  <input type="checkbox"/> Equity funding will be used
Monitoring the implementation of SWPBS regularly at School Improvement Team meetings	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$6,800.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$6,800.00</b>	<b>\$5,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide professional learning to teachers in the use of Compass to track student progression through the Victorian Curriculum.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$300.00	\$300.00
Development of new units of work in line with the School Curriculum Plans; inclusive of clear curriculum and student goals and outcomes.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$900.00	\$900.00
Conduct Peer Observations, both internal and external, with a focus on the implementation of the instructional model and identified HITS	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,200.00	\$900.00
Development and implementation of professional learning program to support staff understanding of High Impact Teaching Strategies	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$300.00	\$300.00

Conduct a review of the understanding and use of HITS in classrooms/with teachers. Particularly; 1. Setting Goals, 2. Structuring Lessons, 3. Explicit Teaching, 4. Worked Examples, 8. Feedback and 10. Differentiated Teaching.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$600.00	\$600.00
Provide professional learning to teachers in the use of Compass to report and analyse assessment data.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$600.00	\$600.00
Teachers schedule and meet with students to discuss feedback of assessment and discuss future goals.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$900.00	\$0.00
Development and implementation of professional learning program to support staff with the implementation of the Assessment schedule, understanding of results and tracking of student growth.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$300.00	\$300.00
Conduct a review of the understanding and use of Student Agency in the classroom and in regards to teacher planning.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$600.00	\$300.00
Provide professional learning to teachers in the area of Student Agency, with a particular focus on the Department's Amplify practice guide.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$900.00	\$600.00
Conduct SRC meetings with the intention of reflecting upon the process of student agency in their classrooms.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$200.00	\$200.00
<b>Totals</b>			<b>\$6,800.00</b>	<b>\$5,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional learning to teachers in the use of Compass to track student progression through the Victorian Curriculum.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Compass	<input checked="" type="checkbox"/> On-site
Development and implementation of professional learning program to support staff understanding of the Victorian Curriculum.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct Peer Observations, both internal and external, with a focus on the implementation of the instructional model and identified HITS	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site at coordinated schools
Development and implementation of professional learning program to support staff understanding of High Impact Teaching Strategies	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<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"/> On-site
Conduct a review of the understanding and use of HITS in classrooms/with teachers. Particularly; 1. Setting Goals, 2. Structuring	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Lessons, 3. Explicit Teaching, 4. Worked Examples, 8. Feedback and 10. Differentiated Teaching.						
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