**2020 Annual Implementation Plan**

Submitted for review by Jocelyn Owen (School Principal) on 24 February, 2020 at 04:55 PM  
Endorsed by John Pryor (Senior Education Improvement Leader) on 12 May, 2020 at 11:39 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Wodonga West Primary School (4814)



**Self-evaluation Summary - 2020**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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

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

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

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| **Enter your reflective comments** | The school will continue to work on particular areas within the FISO which have been identified as key priorities in 2020. This will mean a focus on moving from evolving to embedding over the year in Building practice excellence, Evidenced Based High Impact Teaching Strategies & Evaluating impact on Learning. |
| **Considerations for 2020** | As a result of the school review in 2019 improving the literacy & numeracy skills of all students at Wodonga West Children's Centre (WWCC) has been identified as a major strategic goal for the school over the next 4 years. Continuing on with the development and embedding of an agreed instructional model in literacy is a key foci . The school has already begun to implement the reading workshop model in 2019 with the support of TIP's and this will be a ongoing area of work for this partnership during 2020. Alongside this the school will support teachers to build their knowledge of the Victorian Curriculum in order to deliver high quality teaching and learning programs with a foci in vocabulary development. Professional Learning Communities (PLC) will be continued to be used as a supportive tool to ensure all teachers are able to analysis student learning/achievement and plan for appropriate learning tasks and/or levels of intervention as part of their everyday practice in all key curriculum areas. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To maximise student learning in literacy and numeracy. |
| Target 1.1 | By 2023, increase the percentage of students achieving at and above benchmark growth in NAPLAN Reading from 57% (2019) to 70% (2023) |
| Target 1.2 | By 2023, increase the percentage of students achieving at and above benchmark growth in NAPLAN Numeracy from 63% (2019) to 70% (2023) |
| Target 1.3 | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Reading (52% in 2019 Baseline Data). |
| Target 1.4 | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Writing ( 52% in 2019 baseline data). |
| Target 1.5 | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Numeracy  (2019 Baseline Data : M & G 69 % , N & A 52% , S & P 64%) |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | Develop and implement an agreed pedagogical model, particularly in literacy and numeracy, and provide professional learning to support its consistent whole school implementation. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum, particularly in literacy and numeracy. |
| Key Improvement Strategy 1.c Evaluating impact on learning | Implement and embed an inquiry process that enables teachers to analyse assessment data, use it to inform teaching and to evaluate the impact of teaching on student learning. |
| Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies | Refine and embed current reading practices from Foundation to Year six. |
| Goal 2 | To improve student engagement in their learning. |
| Target 2.1 | By 2023, decrease the average days absent per student per year from 17.4% (2019) to 12% (2023). |
| Target 2.2 | By 2023, improve the following factors on the Attitudes to School Survey:   * Student voice and agency from 73% (2019) to 80% (2023) * Stimulated learning from 90% (2019) to 95% (2023) * Motivation and interest from 92% (2019) to 95% (2023) * Effort from 88% (2019) to 92% (2023) |
| Target 2.3 | By 2023, improve the following factors on the School Staff Survey:   * Promote student ownership of learning goals from 80% (2019) to 85% (2023) * Instructional Leadership from 62% (2019) to 75% (2023) * Teaching and Learning – practice improvement module from 79% (2019) to 85% (2023)   - Use pedagogical model - Understand contribution to school improvement - Believe peer feedback improves practice - Professional learning through peer observation - Seek feedback to improve practice - Timetabled meetings to support collaboration - Discuss problems of practice - Interest in improving practice |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build teacher capacity to understand, activate and embed student voice and agency in learning in their classrooms. |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress towards the achievement of goals. |
| Key Improvement Strategy 2.c Evaluating impact on learning | Build teacher capacity to use data, student interest and voice to plan curriculum that engages and challenges all students. |
| Goal 3 | To improve student wellbeing |
| Target 3.1 | By 2023, improve Student Opinion Survey in the following factors:   * Sense of connectedness from 72% (2019) to 80% (2023) * Managing bullying from 67% (2019) to 80% (2023) * Respect for diversity from 77% (2019) to 85% (2023) * Classroom behaviour from 63% (2019) to 80% (2023) |
| Target 3.2 | By 2023, improve Staff Opinion Survey in the following factors:   * Trust in students and parents from 26% (2019) to 55% (2023) * Collective efficacy from 43% (2019) to 60% (2023) |
| Target 3.3 | By 2023, improve Parent Opinion Survey in the following factors:   * Managing bullying from 71% (2019) to 80 % (2023) (to be finalised) * Respect for diversity from 79% (2019) to 85% (2023) (to be finalised) * Stimulating learning environment from 75% (2019) to 85% (2023) (to be finalised) * Student motivation and support from 77% (2019) to 85% (2023) (to be finalised) |
| Key Improvement Strategy 3.a Health and wellbeing | Develop and embed a framework to build consistent high expectations and approaches to improve school connectedness and empower self-regulating behaviours for students |
| Key Improvement Strategy 3.b Health and wellbeing | Develop and embed a consistent SWPBS culture within the school community. |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Develop a learning environment that caters for the diverse individual needs of students. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise student learning in literacy and numeracy. | Yes | By 2023, increase the percentage of students achieving at and above benchmark growth in NAPLAN Reading from 57% (2019) to 70% (2023) | Increase the percentage of students achieving at and above benchmark growth in NAPLAN Reading from 57% (2019) to 60% (2020) |
| By 2023, increase the percentage of students achieving at and above benchmark growth in NAPLAN Numeracy from 63% (2019) to 70% (2023) | Increase the percentage of students achieving at and above benchmark growth in NAPLAN Numeracy from 63% (2019) to 65% (2020) |
| For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Reading (52% in 2019 Baseline Data). | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Reading (from 52% in 2019 Baseline Data to 60% in 2020). |
| For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Writing ( 52% in 2019 baseline data). | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Writing (from 52% in 2019 baseline data to 60%). |
| For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Numeracy  (2019 Baseline Data : M & G 69 % , N & A 52% , S & P 64%) | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Numeracy M & G 69 % (2019 Baseline Data): to 75%, N & A 52% (2019 Baseline Data): to 60% ,  S & P 64% (2019 Baseline Data): to 68 % |
| To improve student engagement in their learning. | Yes | By 2023, decrease the average days absent per student per year from 17.4% (2019) to 12% (2023). | Decrease the average days absent per student per year from 17.4% (2019) 16% in 2020. |
| By 2023, improve the following factors on the Attitudes to School Survey:   * Student voice and agency from 73% (2019) to 80% (2023) * Stimulated learning from 90% (2019) to 95% (2023) * Motivation and interest from 92% (2019) to 95% (2023) * Effort from 88% (2019) to 92% (2023) | Improve the following factors on the Attitudes to School Survey: • Student voice and agency from 73% (2019) to 75% • Stimulated learning from 90% (2019) to 92% |
| By 2023, improve the following factors on the School Staff Survey:   * Promote student ownership of learning goals from 80% (2019) to 85% (2023) * Instructional Leadership from 62% (2019) to 75% (2023) * Teaching and Learning – practice improvement module from 79% (2019) to 85% (2023)   - Use pedagogical model - Understand contribution to school improvement - Believe peer feedback improves practice - Professional learning through peer observation - Seek feedback to improve practice - Timetabled meetings to support collaboration - Discuss problems of practice - Interest in improving practice | Improve the following factors on the School Staff Survey: • Promote student ownership of learning goals from 80% (2019) to 82%  • Instructional Leadership from 62% (2019) to 65% • Teaching and Learning – practice improvement module from 79% (2019) to 85% (2023) |
| To improve student wellbeing | No | By 2023, improve Student Opinion Survey in the following factors:   * Sense of connectedness from 72% (2019) to 80% (2023) * Managing bullying from 67% (2019) to 80% (2023) * Respect for diversity from 77% (2019) to 85% (2023) * Classroom behaviour from 63% (2019) to 80% (2023) |  |
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| 12 Month Target 1.3 | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Reading (from 52% in 2019 Baseline Data to 60% in 2020). | |
| 12 Month Target 1.4 | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Writing (from 52% in 2019 baseline data to 60%). | |
| 12 Month Target 1.5 | For 100% of students to make 12 months growth annually against Victorian Curriculum standards using teacher judgements in Numeracy M & G 69 % (2019 Baseline Data): to 75%, N & A 52% (2019 Baseline Data): to 60% ,  S & P 64% (2019 Baseline Data): to 68 % | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Evidence-based high-impact teaching strategies | Develop and implement an agreed pedagogical model, particularly in literacy and numeracy, and provide professional learning to support its consistent whole school implementation. | Yes |
| **KIS 2**  Curriculum planning and assessment | Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum, particularly in literacy and numeracy. | No |
| **KIS 3**  Evaluating impact on learning | Implement and embed an inquiry process that enables teachers to analyse assessment data, use it to inform teaching and to evaluate the impact of teaching on student learning. | No |
| **KIS 4**  Evidence-based high-impact teaching strategies | Refine and embed current reading practices from Foundation to Year six. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Our recent School Review has highlighted these KIS as areas to develop during the year and they directly relate to the work we have initiated with the TIPs. | |
| Goal 2 | To improve student engagement in their learning. | |
| 12 Month Target 2.1 | Decrease the average days absent per student per year from 17.4% (2019) 16% in 2020. | |
| 12 Month Target 2.2 | Improve the following factors on the Attitudes to School Survey: • Student voice and agency from 73% (2019) to 75% • Stimulated learning from 90% (2019) to 92% | |
| 12 Month Target 2.3 | Improve the following factors on the School Staff Survey: • Promote student ownership of learning goals from 80% (2019) to 82%  • Instructional Leadership from 62% (2019) to 65% • Teaching and Learning – practice improvement module from 79% (2019) to 85% (2023) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Build teacher capacity to understand, activate and embed student voice and agency in learning in their classrooms. | No |
| **KIS 2**  Intellectual engagement and self-awareness | Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress towards the achievement of goals. | Yes |
| **KIS 3**  Evaluating impact on learning | Build teacher capacity to use data, student interest and voice to plan curriculum that engages and challenges all students. | 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. | Goal setting has been initiated across the school as it was felt that there was limited opportunities for student voice and feedback to staff. We wish to consolidate and embed this practice in our Reading block across the school. | |

**Define Actions, Outcomes and Activities**

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| KIS 1 Evidence-based high-impact teaching strategies | Develop and implement an agreed pedagogical model, particularly in literacy and numeracy, and provide professional learning to support its consistent whole school implementation. | | | | |
| **Actions** | Utilise evidence-based strategies that drive professional practice improvement. Support teachers to provide deep learning challenges for students to construct and apply new learning. | | | | |
| **Outcomes** | Students will: have improved knowledge of and exposure to rich vocabulary engage in point of need small group teaching  reflect on their success against the Learning Intention and Success Criterion  Teachers will: will have improved knowledge and understanding of the Assessment Waterfall Chart. explicitly plan for and teach rich vocabulary experiences. visibly display LI and SC in Reading sessions that demonstrated de-construction and co-construction ( LI and SC )  Leaders will: build excellence in teaching and learning using the Waterfall Assessment Framework. support teachers to explicitly plan for and teach rich vocabulary experiences. build teaching excellence in key areas for improvement ( HITS - Feedback and Setting Goals ) | | | | |
| **Success Indicators** | Pivot Survey or school administered survey to measure whole school and individual teacher data. F & P data used for whole school bench marking. Learning Walk data ( Google form ) collected across the year ( SIT Team .) Work samples such as Readers Notebooks and teacher planning documentation. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Professional Learning provided to teachers on de-construction of Learning Intentions and co-construct Success Criterion, Assessment Waterfall and other identified areas as they arise. Term 2 remote learning via Webex included Formative Assessment, Differentiation and Synchronous and Asynchronous learning, Webexing and Google Sites as well as Class Dojo. | | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Purchase mentor texts and additional take home readers including decodable readers for intervention and support vocabulary development | | 🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 3 | $25,000.00  🗹 Equity funding will be used |
| Build teachers data literacy through PLCs (Termly) and professional learning through reflecting on learning walk data and formative assessment | | 🗹 Learning Specialist(s)  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Reading Intervention F-6 provided by 4 additional teaching staff across the school during the reading block including withdrawal for small group phonics instruction F/1 daily by ES staff overseen by AP & Speech therapist. During term 2 remote access to on line videos were developed and provided for all students F- year 1 | | 🗹 Assistant Principal  🗹 Education Support  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $90,000.00  🗹 Equity funding will be used |
| Training in Smart Spelling/phonic instruction for all staff to support whole school implementation and explicit teaching in vocabulary.   During term 2 we accessed the on line lessons from Smart Spelling for professional learning and teaching program. | | 🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 2 | $500.00  🗹 Equity funding will be used |
| Online assessment (Lexile/Pat R) to be explored and purchased for triangulation of reading data and to inform teaching plans | | 🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 3 | $5,000.00  🗹 Equity funding will be used |
| CRT release for assessment in F&P literacy – 1 per teacher per semester to allow for point of need teaching groups to be developed from data analysis & planning of units of work in reading | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $8,000.00  🗹 Equity funding will be used |
| Phonics stamps to be purchased to support the implementation of smart spelling program | | 🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $3,000.00  🗹 Equity funding will be used |
| Participate in deconstruction of LI & Co construction of Success Criteria and answer the 5 questions for learning. (film and upload to Class dojo trial) LI and SC were maintained during the period of remote learning to assist parents / carers and students with their learning. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Answer the 5 questions for teachers | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Deconstruct LI & Co Construct SC with students in lessons | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Participate in rich language experiences, explicit teaching of Tier 2 vocabulary and engage in teaching of vocabulary from mentor texts | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Use formative assessment to inform teaching and learning | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Use Reflection time more rigorously to receive student feedback and reflect on Success Criteria.  Staff utilised Webex sessions at the end of the week during term 2 for reflection time around their learning that week. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Use collaborative planning time to plan for explicit vocabulary teaching during mini lessons, small group | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Administer VKS (Vocabulary Knowledge Scale) | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Evidence-based high-impact teaching strategies | Refine and embed current reading practices from Foundation to Year six. | | | | |
| **Actions** | Build capacity of teachers to deliver a high quality Reading program with support of the Teaching Improvement Partnership ( TIPs ). | | | | |
| **Outcomes** | Students will respond to text using their Readers Notebook. Teachers will seek feedback from the TIPs to improve their practice in Reading. Teachers will use Readers Notebooks as a form of assessment. Middle leaders will be guided by the TIPs to provide classroom mentoring and feedback, and professional learning on the Reading workshop model. Leaders will build teachers' capacity to use Readers Notebooks in authentic and purposeful ways. | | | | |
| **Success Indicators** | Work samples show Readers Notebooks are being utilised across the school F - 6. Evidence collected during learning walks and minutes from PLC enquiry cycles demonstrate that teachers are using Readers Notebooks to inform planning and as a form of assessment. Minutes of planning meetings with TIPS identify classroom observation/modelling | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| 3 days per term provided to Literacy coordinator in addition to fortnightly TIP planning time for overseeing school literacy strategy . Literacy Leader provided support to all teams during the remote learning in Term 2 to assist with provision of a quality Reading program. | | 🗹 Assistant Principal  🗹 Leadership Partners (DSSI)  🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Provide common time for teacher planning and collaboration with TIPs and Middle Leaders. The school allocated non contact hours for teams to plan and collaborate using Webex for 3 hours per week during Term 2. | | 🗹 Leadership Partners (DSSI)  🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Learning provided to teachers on reading approaches for whole group and reading notebook strategies e.g. reflection time. Term 2 saw much Professional Learning in consultation with the TIPS and other DSSI schools. Topics included, Synchronous and Asyncronous learning, Mentor Texts and explicit teaching strategies, Differentiation, Formative Assessment and Feedback.  Literacy and Numeracy leaders attended ( and presented ) at the COPs during term 2. | | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Provide modelling, coaching, observation and feedback support to teachers on reading instruction/practices | | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Provide time through PLC structures/professional learning for teachers to analyse, review and reflect on implementation of readers notebooks | | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | 🗹 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional development sessions to be held to explore ways to provide support for self regulated learning in Reading sessions e.g. anchor charts, worked examples in reading notebooks | | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Learning walks to be conducted 3 times a term in conjunction with SIT meeting & TIP partners. Teacher release required for SIT meeting and Learning Walks and Talks. During term 2 Class Dojo was utilised by the leadership team as a form of on line walkthroughs to review the progress of student learning and their engagement with tasks. | | 🗹 Leadership Partners (DSSI)  🗹 Leadership Team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $4,800.00  🗹 Equity funding will be used |
| Use readers notebooks to respond to texts and provide evidence of achieving their reading goals. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan for and provide students with authentic readers notebook tasks e.g. online book study connecting remotely with another school. | | 🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Use readers notebook data to respond to student needs and inform teaching and learning  During term 2 the school used Readers Notebooks on line tasks as a form of formative assessment and to inform future planning of learning tasks. Teachers provided students with written and verbal feedback on their tasks via Class Dojo , Webex, or formal written feedback proforma in Learning Packs. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | To improve student engagement in their learning. | | | | |
| 12 Month Target 2.1 | Decrease the average days absent per student per year from 17.4% (2019) 16% in 2020. | | | | |
| 12 Month Target 2.2 | Improve the following factors on the Attitudes to School Survey: • Student voice and agency from 73% (2019) to 75% • Stimulated learning from 90% (2019) to 92% | | | | |
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| KIS 1 Intellectual engagement and self-awareness | Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress towards the achievement of goals. | | | | |
| **Actions** | Support teachers to co-design opportunities for students to exercise authentic agency in their own learning.  Develop rigorous assessment practices and use feedback to inform teaching. | | | | |
| **Outcomes** | Students will be able to articulate their current Reading goals and areas for future learning.  Students will self-monitor their achievement and articulate their progress against set goals in. Students will provide teachers with feedback about their learning in Reading. Teachers will use student feedback to improve practice. Teachers will demonstrate a purpose for learning by co- constructing learning goals in reading.  Teachers will conference with students during independent reading to monitor independent learning goals.  Leaders will provide professional learning to build teacher capacity around goal setting and student conferences.  Leaders will use learning walks and the 5 questions with students to monitor the implementation of reading goals. Leaders will support teachers to develop their capacity to implement and reflect on student feedback. | | | | |
| **Success Indicators** | Teacher PDP’s will focus on demonstrated teacher growth based on an identified area in PIVOT Survey are per individual teacher feedback.  Learning walk data will indicate that students are more empowered and are able to articulate their recent progress towards meeting their reading goal. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Present learning walk data regularly regularly to staff for review and to inform professional learning | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Purchase and Implement PIVOT Survey term 1 and 3 for all teachers / students and provide professional learning on how to reflect on data gathered | | 🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Pivot data will be used to inform individual goal setting for teacher PDP plans | | 🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Wellbeing Officer employed to monitor and oversee attendance and engagement of identified 'at risk' students. During term 2, our Wellbeing Officer was proactive in maintaining weekly contact with families,. Home visits and additional welfare calls were made to families identified as at risk or who were not engaging with remote learning to the standard we required. Breakfast packs were provided as required to families. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $13,000.00  🗹 Equity funding will be used |
| Play Therapy to be provided wekly to support student engagement and emotional wellbeing which supports learning | | 🗹 Allied Health  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Individual learning plans established for all students identified and and SSGs conducted termly / semester including teacher release to attend SSG meetings | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Purchase additional laptops and storage for all students to access online assessment. During Term 2, the Department provided us with 54 iPads to support access to remote student learning. Because of this, we have purchased and implemented the iPad management system with the support of our Technician. Storage of these devices will need to be arranged post remote learning. | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $30,000.00  🗹 Equity funding will be used |
| Additional classroom furniture to be purchased ( 10th classroom ) | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $4,000.00  🞎 Equity funding will be used |
| Teachers will utilise student feedback forms e.g. exit slips, parking lot etc. to improve teaching in response to student feedback. Students and parents were surveyed during the period of remote learning in term 2 to gain feedback about learning programs, platforms, learning tasks, communication preferences and timing of Webex meetings etc. This feedback informed changes we made / evolved during term 2. | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Participate in reading conferences with teacher with a focus on co constructing Reading goals | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Provide supports for self regulated learning e.g. anchor charts, worked examples. Worked examples , anchor charts , insrtuctional videos, supportive photos and clips were provided to students and families during term 2 via our on line platforms. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $201,300.00 | 0.00 |
| Additional Equity funding | $297,700.00 | $297,700.00 |
| **Grand Total** | $499,000.00 | $297,700.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Purchase mentor texts and additional take home readers including decodable readers for intervention and support vocabulary development | from: Term 1  to: Term 3 | 🗹 Teaching and learning programs and resources  🗹 Assets | $25,000.00 | $25,000.00 |
| Reading Intervention F-6 provided by 4 additional teaching staff across the school during the reading block including withdrawal for small group phonics instruction F/1 daily by ES staff overseen by AP & Speech therapist. During term 2 remote access to on line videos were developed and provided for all students F- year 1 | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $90,000.00 | $90,000.00 |
| Training in Smart Spelling/phonic instruction for all staff to support whole school implementation and explicit teaching in vocabulary.   During term 2 we accessed the on line lessons from Smart Spelling for professional learning and teaching program. | from: Term 1  to: Term 2 | 🗹 Professional development (excluding CRT costs and new FTE) | $500.00 | $500.00 |
| Online assessment (Lexile/Pat R) to be explored and purchased for triangulation of reading data and to inform teaching plans | from: Term 1  to: Term 3 | 🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| CRT release for assessment in F&P literacy – 1 per teacher per semester to allow for point of need teaching groups to be developed from data analysis & planning of units of work in reading | from: Term 2  to: Term 4 | 🗹 CRT | $8,000.00 | $8,000.00 |
| Phonics stamps to be purchased to support the implementation of smart spelling program | from: Term 1  to: Term 1 | 🗹 Teaching and learning programs and resources | $3,000.00 | $3,000.00 |
| Participate in rich language experiences, explicit teaching of Tier 2 vocabulary and engage in teaching of vocabulary from mentor texts | from: Term 1  to: Term 4 |  | $0.00 |  |
| 3 days per term provided to Literacy coordinator in addition to fortnightly TIP planning time for overseeing school literacy strategy . Literacy Leader provided support to all teams during the remote learning in Term 2 to assist with provision of a quality Reading program. | from: Term 1  to: Term 4 | 🗹 CRT | $5,000.00 | $5,000.00 |
| Learning walks to be conducted 3 times a term in conjunction with SIT meeting & TIP partners. Teacher release required for SIT meeting and Learning Walks and Talks. During term 2 Class Dojo was utilised by the leadership team as a form of on line walkthroughs to review the progress of student learning and their engagement with tasks. | from: Term 1  to: Term 4 | 🗹 CRT | $4,800.00 | $4,800.00 |
| Purchase and Implement PIVOT Survey term 1 and 3 for all teachers / students and provide professional learning on how to reflect on data gathered | from: Term 2  to: Term 4 | 🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| Wellbeing Officer employed to monitor and oversee attendance and engagement of identified 'at risk' students. During term 2, our Wellbeing Officer was proactive in maintaining weekly contact with families,. Home visits and additional welfare calls were made to families identified as at risk or who were not engaging with remote learning to the standard we required. Breakfast packs were provided as required to families. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $13,000.00 | $13,000.00 |
| Play Therapy to be provided wekly to support student engagement and emotional wellbeing which supports learning | from: Term 1  to: Term 4 | 🗹 Support services | $10,000.00 | $10,000.00 |
| Individual learning plans established for all students identified and and SSGs conducted termly / semester including teacher release to attend SSG meetings | from: Term 1  to: Term 4 | 🗹 CRT | $5,000.00 | $5,000.00 |
| Purchase additional laptops and storage for all students to access online assessment. During Term 2, the Department provided us with 54 iPads to support access to remote student learning. Because of this, we have purchased and implemented the iPad management system with the support of our Technician. Storage of these devices will need to be arranged post remote learning. | from: Term 2  to: Term 2 | 🗹 Assets | $30,000.00 | $30,000.00 |
| **Totals** | | | $201,300.00 |  |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Stephanie Alexander Kitchen Garden ES staff employed to support the engagement and application of literacy skills in every day life eg. growing, harvesting, preparing and sharing. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $29,000.00 | $29,000.00 |
| AVID site team meetings and 3 day staff training at Summer Institute in December for 3 staff ( Numeracy / STEAM ) | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $12,000.00 | $12,000.00 |
| Psychology servives for individua lstudent assessments | from: Term 1  to: Term 4 | 🗹 Support services | $10,000.00 | $10,000.00 |
| 'Essential Assessment' purchased for Numeracy assessments - pre and post testing | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| VCOP materials and subscriptions to support writing | from: Term 1 | 🗹 Teaching and learning programs and resources | $4,000.00 | $4,000.00 |
| Screen to be purchased and installed in Meeting Room for sharing data and presentations ( SIT Meetings ) | from: Term 2 | 🗹 Assets | $3,700.00 | $3,700.00 |
| Classroom requisites supplied to students | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $15,000.00 | $15,000.00 |
| SWPBS end of year whole school Carnival Day | to: Term 4 | 🗹 Teaching and learning programs and resources | $9,000.00 | $9,000.00 |
| Numeracy Leader provided with additional time to lead numeracy across the school (0.1) and additional time to mentor and support other staff. Purchase of teaching resources. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $13,000.00 | $13,000.00 |
| Purchase additional Library resources especially to support Rich Tasks. | from: Term 1  to: Term 4 |  | $20,000.00 | $20,000.00 |
| Speech therapist engaged 2 half days per week to support student oral language development and staff professional learning in phonic/phonemic awareness | from: Term 1  to: Term 4 | 🗹 Support services | $30,000.00 | $30,000.00 |
| Additional ES staff employed to support classroom programs and support students with identified needs. | from: Term 1  to: Term 4 |  | $75,000.00 | $75,000.00 |
| Additional classroom teacher employed to reduce student numbers in classes to support student learning. | from: Term 1  to: Term 4 |  | $75,000.00 | $75,000.00 |
| **Totals** | | | $297,700.00 | $297,700.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Professional Learning provided to teachers on de-construction of Learning Intentions and co-construct Success Criterion, Assessment Waterfall and other identified areas as they arise. Term 2 remote learning via Webex included Formative Assessment, Differentiation and Synchronous and Asynchronous learning, Webexing and Google Sites as well as Class Dojo. | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Teaching partners  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Build teachers data literacy through PLCs (Termly) and professional learning through reflecting on learning walk data and formative assessment | 🗹 Learning Specialist(s)  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Training in Smart Spelling/phonic instruction for all staff to support whole school implementation and explicit teaching in vocabulary.   During term 2 we accessed the on line lessons from Smart Spelling for professional learning and teaching program. | 🗹 Literacy Leader | from: Term 1  to: Term 2 | 🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy Leaders  🗹 External consultants  Speech Therapist to support and train up ES staff. | 🗹 On-site |
| Professional Learning provided to teachers on reading approaches for whole group and reading notebook strategies e.g. reflection time. Term 2 saw much Professional Learning in consultation with the TIPS and other DSSI schools. Topics included, Synchronous and Asyncronous learning, Mentor Texts and explicit teaching strategies, Differentiation, Formative Assessment and Feedback.  Literacy and Numeracy leaders attended ( and presented ) at the COPs during term 2. | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 School improvement partnerships  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Provide modelling, coaching, observation and feedback support to teachers on reading instruction/practices | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Timetabled Planning Day | 🗹 School improvement partnerships  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Provide time through PLC structures/professional learning for teachers to analyse, review and reflect on implementation of readers notebooks | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | from: Term 3  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Teaching partners  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Professional development sessions to be held to explore ways to provide support for self regulated learning in Reading sessions e.g. anchor charts, worked examples in reading notebooks | 🗹 Leadership Partners (DSSI)  🗹 Learning Specialist(s)  🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Student voice, including input and feedback  🗹 Demonstration lessons | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Teaching partners  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Present learning walk data regularly regularly to staff for review and to inform professional learning | 🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 Teaching partners  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Teachers will utilise student feedback forms e.g. exit slips, parking lot etc. to improve teaching in response to student feedback. Students and parents were surveyed during the period of remote learning in term 2 to gain feedback about learning programs, platforms, learning tasks, communication preferences and timing of Webex meetings etc. This feedback informed changes we made / evolved during term 2. | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | from: Term 2  to: Term 4 | 🗹 Design of formative assessments  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist  🗹 Literacy Leaders  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |