

2021 Annual Implementation Plan

for improving student outcomes

Campbellfield Heights Primary School (5034)



“Success for all”

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

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

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	Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	Please refer to AIP document titled: 2021 (16 Oct-17 Oct) - including attachments
Considerations for 2021	Please refer to AIP document titled: 2021 (16 Oct-17 Oct) - including attachments
Documents that support this plan	

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	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.
Target 2.1	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.
Target 2.2	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
Target 2.3	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 32 per cent or above by 2024.

Target 2.4	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
Target 2.5	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.
Target 2.6	To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.
Target 2.7	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 44 per cent in 2024. To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 10 per cent in 2024.
Key Improvement Strategy 2.a Building practice excellence	Embed an Instructional model consistently across the school.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Implement high-impact teaching strategies.
Key Improvement Strategy 2.d	Build teacher capacity to differentiate the learning to meet individual need.

Building practice excellence	
Goal 3	Improve student engagement, agency and voice in their learning.
Target 3.1	<p>By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for:</p> <ul style="list-style-type: none"> • Motivation and interest from 84 per cent (2019) to 87 per cent (2024) • Student voice and agency from 81 per cent (2019) to 84 per cent (2024) • Respect for Diversity from 78 per cent (2019) to 81 per cent (2024) • Sense of confidence from 84 per cent (2019) to 87 per cent (2024)
Target 3.2	<p>By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for:</p> <ul style="list-style-type: none"> • Academic Emphasis from 37 per cent (2019) to 45 per cent (2024) • Collective Efficacy from 48 per cent (2019) to 56 per cent (2024) • Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2024) • Understand formative assessment from 86 per cent (2019) to 89 per cent (2024) • Use high impact teaching strategies from 64 per cent (2019) to 69 per cent (2024) • Use student feedback ... from 64 per cent (2019) to 69 per cent (2024) • Understand how to analyse data from 64 per cent (2019) to 69 per cent (2024)
Target 3.3	<p>By 2024 positive responses in the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • Effective teaching from 91 per cent (2019) to 94 per cent (2024)

Target 3.4	To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build teacher capacity to understand and apply metacognitive practices and evidence based high impact teaching strategies.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Develop and implement whole school approaches to inclusion focussing on student engagement in learning.
Goal 4	Improve student learning through enhanced parent engagement.
Target 4.1	By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> • Trust in students and parents from 35 per cent (2019) to 43 per cent (2024) • Parent and community involvement from 41 per cent in (2019) to 49 per cent (2024)
Target 4.2	By 2024, Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Parent participation and involvement from 79 per cent (2019) to 82 per cent (2024)

Key Improvement Strategy 4.a Building communities	Enhance learning partnerships between the students, staff and families.
Key Improvement Strategy 4.b Parents and carers as partners	Develop methods of communication and establish meaningful partnerships with parents/carers.

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	No	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.	Yes	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 18 per cent or above by 2021.
		Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 1 per cent or above by 2021.
		Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 32 per cent or above by 2024.	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 24 per cent or above by 2021.
		Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 1 per cent or above by 2021.

		To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 71 per cent in 2021.
		To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.	To increase Reading Above Benchmark Growth Year 3-5 from 62 per cent in 2019 to 63 per cent in 2021.
		To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 44 per cent in 2024. To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 10 per cent in 2024.	To increase the percentage of Equity Funded students achieving middle and high relative growth in reading at year 5.
Improve student engagement, agency and voice in their learning.	Yes	By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> • Motivation and interest from 84 per cent (2019) to 87 per cent (2024) • Student voice and agency from 81 per cent (2019) to 84 per cent (2024) • Respect for Diversity from 78 per cent (2019) to 81 per cent (2024) • Sense of confidence from 84 per cent (2019) to 87 per cent (2024) 	Motivation and interest from 84 per cent (2019) to 85 per cent (2021) Student voice and agency from 81 per cent (2019) to 82 per cent (2021) Respect for Diversity from 78 per cent (2019) to 79 per cent (2021) Sense of confidence from 84 per cent (2019) to 85 per cent (2021)

		<p>By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for:</p> <ul style="list-style-type: none"> • Academic Emphasis from 37 per cent to (2019) to 45 per cent (2024) • Collective Efficacy from 48 per cent (2019) to 56 per cent (2024) • Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2024) • Understand formative assessment from 86 per cent (2019) to 89 per cent (2024) • Use high impact teaching strategies from 64 per cent (2019) to 69 per cent (2024) • Use student feedback ... from 64 per cent (2019) to 69 per cent (2024) • Understand how to analyse data from 64 per cent (2019) to 69 per cent (2024) 	<p>Academic Emphasis from 37 per cent to (2019) to 39 per cent (2021) Collective Efficacy from 48 per cent (2019) to 50 per cent (2021) Promote student ownership of learning from 79 per cent (2019) to 80 per cent (2021) Understand formative assessment from 86 per cent (2019) to 87 per cent (2021) Use high impact teaching strategies from 64 per cent (2019) to 65 per cent (2021) Use student feedback ... from 64 per cent (2019) to 65 per cent (2021) Understand how to analyse data from 64 per cent (2019) to 65 per cent (2021)</p>
		<p>By 2024 positive responses in the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • Effective teaching from 91 per cent (2019) to 94 per cent (2024) 	<p>Effective teaching from 91 per cent (2019) to 92 per cent (2021)</p>

		To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024.	To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 29 per cent of students in 2021
Improve student learning through enhanced parent engagement.	Yes	By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> • Trust in students and parents from 35 per cent (2019) to 43 per cent (2024) • Parent and community involvement from 41 per cent in (2019) to 49 per cent (2024) 	Trust in students and parents from 35 per cent (2019) to 37 per cent (2021) Parent and community involvement from 41 per cent in (2019) to 43 per cent (2021)
		By 2024, Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Parent participation and involvement from 79 per cent (2019) to 82 per cent (2024) 	Parent participation and involvement from 79 per cent (2019) to 80 per cent (2021)

Goal 1	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.
12 Month Target 1.1	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 18 per cent or above by 2021.
12 Month Target 1.2	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 1 per cent or above by 2021.
12 Month Target 1.3	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 24 per cent or above by 2021.

12 Month Target 1.4	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 1 per cent or above by 2021.
12 Month Target 1.5	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 71 per cent in 2021.
12 Month Target 1.6	To increase Reading Above Benchmark Growth Year 3-5 from 62 per cent in 2019 to 63 per cent in 2021.
12 Month Target 1.7	To increase the percentage of Equity Funded students achieving middle and high relative growth in reading at year 5.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed an Instructional model consistently across the school.
KIS 2 Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
KIS 3 Evidence-based high-impact teaching strategies	Implement high-impact teaching strategies.
KIS 4 Building practice excellence	Build teacher capacity to differentiate the learning to meet individual need.
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.	In line with the 2021 Priority Goals for Learning catch-up and extension (please refer to AIP document titled: 2021 (16 Oct-17 Oct)), our 2021 School Review and recommendations, we aim to increase teacher capacity to teach at point of need, effectively analyse data and embed the instructional model and use of HITS to increase student growth and achievement. With interrupted schooling in 2020 and 2021 due to remote learning, CHPS has selected this KIS because teaching needs to have high impact in all settings - classroom, specialists, tutoring, intervention. Embedding a consistent whole school model will ensure students are exposed to various modes of teaching and learning, including whole class, small group, peer and individual instruction and learning.
Goal 2	Improve student engagement, agency and voice in their learning.

12 Month Target 2.1	Motivation and interest from 84 per cent (2019) to 85 per cent (2021) Student voice and agency from 81 per cent (2019) to 82 per cent (2021) Respect for Diversity from 78 per cent (2019) to 79 per cent (2021) Sense of confidence from 84 per cent (2019) to 85 per cent (2021)	
12 Month Target 2.2	Academic Emphasis from 37 per cent (2019) to 39 per cent (2021) Collective Efficacy from 48 per cent (2019) to 50 per cent (2021) Promote student ownership of learning from 79 per cent (2019) to 80 per cent (2021) Understand formative assessment from 86 per cent (2019) to 87 per cent (2021) Use high impact teaching strategies from 64 per cent (2019) to 65 per cent (2021) Use student feedback ... from 64 per cent (2019) to 65 per cent (2021) Understand how to analyse data from 64 per cent (2019) to 65 per cent (2021)	
12 Month Target 2.3	Effective teaching from 91 per cent (2019) to 92 per cent (2021)	
12 Month Target 2.4	To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 29 per cent of students in 2021	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.	Yes
KIS 2 Intellectual engagement and self-awareness	Build teacher capacity to understand and apply metacognitive practices and evidence based high impact teaching strategies.	No
KIS 3 Setting expectations and promoting inclusion	Develop and implement whole school approaches to inclusion focussing on student engagement in learning.	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.	In line with the 2021 Priority Goals for Happy, active and healthy kids (please refer to AIP document titled: 2021 (16 Oct-17 Oct)), our 2021 School Review and recommendations, we aim to activate student voice and agency in their learning. Our recent school review and feedback from surveys, observations and conversations has revealed low levels of student agency in their learning and minimal opportunities for student voice. In addition to SVAL - CHPS will continue to focus on SWPBS, RRRR and wellbeing initiatives.	
Goal 3	Improve student learning through enhanced parent engagement.	
12 Month Target 3.1	Trust in students and parents from 35 per cent (2019) to 37 per cent (2021) Parent and community involvement from 41 per cent in (2019) to 43 per cent (2021)	
12 Month Target 3.2	Parent participation and involvement from 79 per cent (2019) to 80 per cent (2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Enhance learning partnerships between the students, staff and families.	Yes
KIS 2 Parents and carers as partners	Develop methods of communication and establish meaningful partnerships with parents/carers.	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.	In line with the 2021 Priority Goals for Connected schools (please refer to AIP document titled: 2021 (16 Oct-17 Oct)), our 2021 School Review and recommendations, we aim to enhance learning partnerships between the students, staff and families - initially by bridging the digital divide. Through remote learning CHPS discovered many parents and students were not connected to school's various apps and had limited access to digital resources for students at home, often relying on the parent's phone for access. Parent feedback included streamlining platforms, to combat confusion regarding purpose of applications being used.	

Define Actions, Outcomes and Activities

Goal 1	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.
12 Month Target 1.1	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 18 per cent or above by 2021.
12 Month Target 1.2	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 1 per cent or above by 2021.
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12 Month Target 1.5	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 71 per cent in 2021.
12 Month Target 1.6	To increase Reading Above Benchmark Growth Year 3-5 from 62 per cent in 2019 to 63 per cent in 2021.
12 Month Target 1.7	To increase the percentage of Equity Funded students achieving middle and high relative growth in reading at year 5.
KIS 1 Building practice excellence	Embed an Instructional model consistently across the school.
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> -Plan whole school professional learning on identified current practice throughout the year (i.e. instructional model) -Maintain PLCs/PLTs structures to support staff collaboration and reflection of strengthen teaching practices -Evaluate & identify improvement areas of our current teaching practices & approach (i.e. barriers & gaps) *RL, tutoring <p>Classroom Level</p> <ul style="list-style-type: none"> -Plan professional learning & reflect individually & collaboratively upon current practice (i.e. draw on current research & use an inquiry improvement cycle) -Embed & incorporate a consistent instructional model approach, including language into the classroom practice -Continue to evolve teaching practices & time for staff to discuss & adapt strategies (i.e. refine practices through a coaching cycles) <p>Individual & Tailored Level</p> <ul style="list-style-type: none"> -Build staff capacity to understand & implement an instructional model -Time for staff to reflect & assess individual current teaching practices -Actively participate in coaching sessions, peer observations to discuss feedback, individual learning growth & development

Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> -Staff will confidently understand & accurately identify the elements & features of an instructional model -Teachers will consistently & explicitly implement the school's instructional model with the use of agreed language -PLCs & PLTs will meet to engage in reflective practices & develop an instructional model criteria <p>Classroom Level</p> <ul style="list-style-type: none"> -Teachers will consistently implement the agreed instructional model in their classroom practice -Students will know how lessons are structured and how this supports their learning <p>Individual & Tailored Level</p> <ul style="list-style-type: none"> -Teachers will have ownership in developing the schools instructional model -Teachers will be accountable for using the schools instructional model effectively -Teachers will monitor & evaluate their instructional model practice 			
Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> -Evidence of staff being active participants in whole school professional learning -Evidence that staff were valued & accountable for refining the schools instructional model -PLC agenda/minutes with comments on practice impacted by change in teacher practice <p>Classroom Level</p> <ul style="list-style-type: none"> -The schools instructional model is embedded & evident in the classroom (i.e. criteria to review practice) -Students will be able to explain elements of the instructional model & explain how this supports their learning (i.e. survey, data collection, learning walks) <p>Individual & Tailored Level</p> <ul style="list-style-type: none"> -Individual goal reflections & progress evidence -Peer observation, feedback sessions & coaching correspondence documented & impact evaluated 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole School Level</p> <p>Plan whole school professional learning on identified current practice throughout the year (i.e. instructional model)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Whole School Level</p> <p>Evaluate & identify improvement areas of our current teaching practices & approach (i.e. barriers & gaps)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 3</p>	<p>\$0.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Classroom Level Plan professional learning & reflect individually & collaboratively upon current practice (i.e. draw on current research & use an inquiry improvement cycle)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom Level Embed & incorporate a consistent instructional model approach, including language into the classroom practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual & Tailored Level Build staff capacity to understand & implement an instructional model	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual & Tailored Level Time for staff to reflect & assess individual current teaching practices	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual & Tailored Level Actively participate in coaching sessions, peer observations to discuss feedback, individual learning growth & development	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Implement high-impact teaching strategies.			

Evidence-based high-impact teaching strategies	
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> -Plan whole school professional learning with a focus on the 'purpose' of High Impact Teaching Strategies (HITS) -Build middle leadership expertise to deliver & facilitate professional learning -Establish a clear understanding of how HITS is linked to the schools instructional model 'Workshop Model' -Revisit & strengthen the use of HITS in classrooms, with a focus on Structuring Lessons, Explicit Teaching, Collaborative Learning & Worked Examples -PLCs & PLTs will meet to engage in reflective practices & professional conversations for the purpose of building teacher capacity <p>Classroom Level</p> <ul style="list-style-type: none"> -Teachers to engage in reflective practice through coaching, mentoring, peer observations & learning walks -Teachers will use evidence of professional learning of HITS to guide classroom practice -Students will begin to engage in KWL at the beginning & at the end of a unit of work <p>Individual & Tailored Level</p> <ul style="list-style-type: none"> -Teachers will reflect on their own classroom practice & identify strengths & areas for improvement -Teachers will audit their own repertoire of HITS strategies used in lessons
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> -Some HITS are referenced in PLTs & PLCs -Move practice from evolving to embedding HITS <p>Classroom Level</p> <ul style="list-style-type: none"> -Some HITS is visible in the classroom -Teachers to provide students with an opportunity to reflect on their own knowledge at the beginning & end of a unit of work -Students will be able to articulate their learning journey in a unit of work with the use of KWL (Know, Want, Learnt) <p>Individual & Tailored Level</p> <ul style="list-style-type: none"> -An understanding of what HITS is & what it isn't -Teachers will engage in peer observations, coaching, mentoring & learning walks -Teachers will engage in professional conversations referencing HITS -Teachers will monitor & evaluate their learning journey & growth through self assessment
Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> -Evidence of staff being active participants in whole school professional learning -Referenced in PLC documentation <p>Classroom Level</p> <ul style="list-style-type: none"> -Referenced in coaching cycles, peer observations, mentoring & learning walks -Evidence of student learning growth (e.g. summative & formative assessment)

	Individual & Tailored Level -Evidence of teacher self reflections -Professional conversations with a reference to HITS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School Level Plan whole school professional learning with a focus on the 'purpose' of High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole School Level Build middle leadership expertise to deliver & facilitate professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole School Level Revisit & strengthen the use of HITS in classrooms, with a focus on Structuring Lessons, Explicit Teaching, Collaborative Learning & Worked Examples	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom Level Teachers to engage in reflective practice through coaching, mentoring, peer observations & learning walks	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual & Tailored Level Teachers will reflect on their own classroom practice & identify strengths & areas for improvement	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Individual & Tailored Level Teachers will audit their own repertoire of HITS strategies used in lessons	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement, agency and voice in their learning.			
12 Month Target 2.1	Motivation and interest from 84 per cent (2019) to 85 per cent (2021) Student voice and agency from 81 per cent (2019) to 82 per cent (2021) Respect for Diversity from 78 per cent (2019) to 79 per cent (2021) Sense of confidence from 84 per cent (2019) to 85 per cent (2021)			
12 Month Target 2.2	Academic Emphasis from 37 per cent to (2019) to 39 per cent (2021) Collective Efficacy from 48 per cent (2019) to 50 per cent (2021) Promote student ownership of learning from 79 per cent (2019) to 80 per cent (2021) Understand formative assessment from 86 per cent (2019) to 87 per cent (2021) Use high impact teaching strategies from 64 per cent (2019) to 65 per cent (2021) Use student feedback ... from 64 per cent (2019) to 65 per cent (2021) Understand how to analyse data from 64 per cent (2019) to 65 per cent (2021)			
12 Month Target 2.3	Effective teaching from 91 per cent (2019) to 92 per cent (2021)			
12 Month Target 2.4	To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 29 per cent of students in 2021			
KIS 1 Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.			
Actions	Whole School Level -SIT Team to undertake professional learning (AMPLIFY SVAL MODULES) and build their capacity in SVAL -SIT Team to organise and plan first whole school professional learning days Term 4 -Staff participate in whole school PL & Build knowledge and understanding of SVAL -SIT Team to audit current SVAL school practices -SVAL to be added to school's vision, mission statement Classroom Level -Staff to audit and reflect of current classroom practices & engage in feedback with students regarding SVAL			

	Individual & Tailored Level -Staff reflect and evaluate their current SVAL practices and understanding			
Outcomes	Whole School Level -Staff will have an agreed understanding of SVAL -Staff will have an understanding of the targeted approach/plan to embedding SVAL Classroom Level -Staff work with students in creating a common understanding and approach to SVAL Individual & tailored Level -Teachers use self reflection tools to drive their SVAL practice -Students will be able to explain the difference between student voice and agency (at their level) -Teachers will be able to explain the difference between SVAL			
Success Indicators	Whole School Level -Evidence of SIT PL (google slide whole school resource) -Staff participation and evaluation of PL days -Evidence of SVAL focus in vision and mission statement Classroom level -Some evidence of SVAL classroom discussions/reflections (displays/anchor charts) Individual & tailored level -Evidence of staff self reflection -Students can demonstrate their participation and understanding in schools SVAL journey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School Level Time for SIT Team to audit current SVAL school practices and complete SVAL modules	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT Team working party with Adrian Bartolini X2	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Whole school PL curriculum day Adrian bartolini	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Release for RRRR Team	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Release Time for team to observe other schools	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Classroom Level Time for staff to audit and reflect of current classroom practices & engage in feedback with students regarding SVAL	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual & Tailored Level Time for Staff reflect and evaluate their current SVAL practices and understanding	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Improve student learning through enhanced parent engagement.			
12 Month Target 3.1	Trust in students and parents from 35 per cent (2019) to 37 per cent (2021) Parent and community involvement from 41 per cent in (2019) to 43 per cent (2021)			
12 Month Target 3.2	Parent participation and involvement from 79 per cent (2019) to 80 per cent (2021)			

KIS 1 Building communities	Enhance learning partnerships between the students, staff and families.
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> -Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating Class Dojo and Compass -Strengthen and adapt the school-wide approach to digital learning, incorporating ClassDojo and Google Classrooms -Build staff capability to integrate digital learning <p>Classroom Level</p> <ul style="list-style-type: none"> -Use digital channels of communication to provide regular updates on student learning programs -Strengthen relationships with parents/carers/kin and make regular contact and check ins -Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy -Explicitly teach students how to use chosen digital platforms <p>Individual & Tailored Level</p> <ul style="list-style-type: none"> -Ensure the benefits of digital learning continue to be available to every student -Investigate the opportunities and potential needs for off-site learning for students -Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> -Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin -Staff will have strong relationships with students and parents/carers/kin -The wider community will feel welcome in the school and regularly use school facilities <p>Classroom Level</p> <ul style="list-style-type: none"> -Teachers will be confident in integrating digital learning pedagogy -Staff will have strong relationships with students and parents/carers/kin -Students use digital platforms for learning <p>Individual & Tailored Level</p> <ul style="list-style-type: none"> -Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students -All students will be connected to resources and learning opportunities -Staff can regularly connect with the parents/carers/kin of all students
Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> -Observations and learning walks demonstrate use of digital learning -Documentation of school digital policies -Whole school surveys (SSS, AToSS) <p>Classroom Level</p> <ul style="list-style-type: none"> -Class participation data

	-Positive student survey data (internal surveys, AToSS) -Communication and check ins with parents/carers/kin -Attendance Individual & Tailored Level -Frequency of communications with parents/carers/kin -Student perception and survey data -Staff surveys and feedback			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Set up ClassDojo classes and invite parents	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning to staff regarding ClassDojo	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Set up Compass and invite parents	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning to staff regarding Compass	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Set up Google Classrooms for students in grades 3-6	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning to staff regarding Google Classrooms	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning to staff regarding other digital technologies as needed	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide time for staff to communicate with parents/carers/kin using digital platforms	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Audit digital learning confidence and use	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Audit Digital Policies	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Staff use digital channels of communication to make regular contact with parents/carers/kin	<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
Teachers explicitly teach students how to use chosen digital platforms	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Lease of new notebooks x 100	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$8,000.00 <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	\$8,000.00	\$8,000.00
Additional Equity funding	\$240,000.00	\$240,000.00
Grand Total	\$248,000.00	\$248,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Lease of new notebooks x 100	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Assets	\$8,000.00	\$8,000.00
Totals			\$8,000.00	\$8,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staffing - total of equity funding	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$240,000.00	\$240,000.00
Totals			\$240,000.00	\$240,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Level Plan whole school professional learning on identified current practice throughout the year (i.e. instructional model)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Classroom Level Plan professional learning & reflect individually & collaboratively upon current practice (i.e. draw on current research & use an inquiry improvement cycle)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Whole School Level Plan whole school professional learning with a focus on the 'purpose' of High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<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
Whole School Level Build middle leadership expertise to deliver &	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site BASTOW Virtual

facilitate professional learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Regional Leadership Conferences		
Whole School Level Revisit & strengthen the use of HITS in classrooms, with a focus on Structuring Lessons, Explicit Teaching, Collaborative Learning & Worked Examples	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 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"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Whole School Level Time for SIT Team to audit current SVAL school practices and complete SVAL modules	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 3 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
SIT Team working party with Adrian Bartolini X2	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Internal staff <input checked="" type="checkbox"/> External consultants Adrian Bartolini	<input checked="" type="checkbox"/> On-site
Whole school PL curriculum day Adrian bartolini	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Adrian Bartolini	<input checked="" type="checkbox"/> On-site
Release for RRRR Team	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Release Time for team to observe other schools	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 3 to: Term 4	<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"/> Teaching partners	<input checked="" type="checkbox"/> Off-site other primary schools
Provide professional learning to staff regarding ClassDojo	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff regarding Compass	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff regarding Google Classrooms	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff regarding other digital technologies as needed	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site