

2020 Annual Implementation Plan

for improving student outcomes

Belvedere Park Primary School (4902)



Submitted for review by Bradley Clark (School Principal) on 16 December, 2019 at 01:54 PM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 24 February, 2020 at 10:33 AM
Endorsed by Karen Armfield (School Council President) on 28 February, 2020 at 09:03 AM

Self-evaluation Summary - 2020

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

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

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

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| Enter your reflective comments | Clearly, Excellence in Teaching and Learning is our constant focus. Our work in Building Practice Excellence relates directly to student learning need, whether curriculum, social, behavioural or emotional. Our focus on Whole Staff Professional Learning along with our embedded whole-school approach to all aspects of the school's operation has provided for our children a sequential, predictable, supportive and inclusive environment that allows scope for individual goal setting. Our overt use of the HITs continues and has done so for a number of years. The annual focus HITs are determined by staff in consultation as a way of further meeting the needs of the children. Feedback and Goal Setting in a timely and meaningful manner has remained a focus since our review in 2017 as it was highlighted by a student focus group, particularly in Writing - The children felt that while they received great feedback and knew the intentions of most learning, this was not as evident in the teacher's work in the writing curriculum. |
| Considerations for 2020 | In 2020 the whole school plan will continue to operate and will be further developed and expanded as required. A devolved leadership model will be expanded to include two LT classroom positions to allow closer coordination, scope and sequence across F - 2 and Years 3 - 6. A Positive Climate for Learning will remain one of our strongest priorities. We have this as a feature of our school's operation but to coast in this area would be to allow our high expectations in this area to soften, |

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| | <p>possibly allowing less favourable attitudes to emerge, impacting negatively on the ability of staff to teach, the ability of children to learn and the ability of the community to remain a partner in the maintenance our school environment. In 2019 we employed Clinical Psychologist Andrew Fuller to professionally develop staff understanding of learning strengths and how these can be used to advantage student learning. In 2020 we will increase the time allocation for literacy learning specialist, Lyn Watts, to ensure that we are able to take the "next steps" in advancing our embedded work in literacy. We will also continue to employ Numeracy Specialist, Brenda Botterill, to work closely with our Learning Specialist (Numeracy) to grow implementation of a numeracy program that is rich in hands-on learning activities.</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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| Goal 1 | To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing. |
| Target 1.1 | <ul style="list-style-type: none">• <i>The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and SATs and NAPLAN. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.</i> <p>Improvements in NAPLAN Relative Growth data ie:</p> <ul style="list-style-type: none">• Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading to 25%• Increase the % of Year 3-5 students making <i>high</i> relative growth in Spelling to 25%• Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy to 33% <p>An increase in the percentage of year 3 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none">• Numeracy from 41.1% (2017)• Reading from 49.1% (2017)• Writing from 47% (2017) <p>An increase in the percentage of year 5 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none">• Numeracy from 18% (2017)• Reading from 22.5% (2017)• Writing from 15.8% (2017) <p>Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year’s growth in a 12 month period.</p> <p>Higher level of proficiency on the FISO continuum for Building Practice Excellence</p> |

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| Key Improvement Strategy 1.a Curriculum planning and assessment | Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing. |
| Key Improvement Strategy 1.b Evaluating impact on learning | Action Plan to accelerate improvement |
| Goal 2 | To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program. |
| Target 2.1 | An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings. |
| Key Improvement Strategy 2.a Building practice excellence | <ul style="list-style-type: none"> Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach. |
| Goal 3 | To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program. |
| Target 3.1 | Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%. |

**Key
Improvement
Strategy 3.a**
Curriculum
planning and
assessment

- Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students.

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets |
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| To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing. | Yes | <ul style="list-style-type: none"> • <i>The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and PAT. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.</i> <p>Improvements in NAPLAN Relative Growth data ie:</p> <ul style="list-style-type: none"> • Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading to 25% • Increase the % of Year 3-5 students making <i>high</i> relative growth in Spelling to 25% • Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy to 33% <p>An increase in the percentage of year 3 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none"> • Numeracy from 41.1% (2017) • Reading from 49.1% (2017) • Writing from 47% (2017) <p>An increase in the percentage of year 5 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none"> • Numeracy from 18% (2017) • Reading from 22.5% (2017) • Writing from 15.8% (2017) |

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| | | <p>Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year’s growth in a 12 m period.</p> |
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Higher level of proficiency on the FISO continuum for Building Practice Excellence

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| To achieve improved learning | Yes | An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings. |

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| <p>outcomes in Science through the provision of a quality integrated inquiry program.</p> | | |
| <p>To achieve improved learning outcomes in Science through the provision of a</p> | <p>Yes</p> | <p>Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%.</p> |

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| quality integrated inquiry program. | | |
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| Goal 1 | To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing. |
| 12 Month Target 1.1 | <p>Relative Growth in 2018 and 2019 demonstrated improvement over the previous years resulting in approximately 80% of the children performing in the High and Medium Growth categories. While the 2019 result for High Relative Growth across 4 of 5 Domains was lower than that of 2018 the decrease in low growth was generally maintained. Our aim is to generate a relative growth trend that meets or exceeds the high relative growth targets listed for Reading, Spelling and Numeracy.</p> <p>2020 Targets for High Relative Growth: Reading - 35% Spelling - 28% Numeracy - 30%</p> <p>2020 Targets for Year 3 achievement in the top two NAPLAN Bands: Numeracy - 40% Reading - 40% Writing - 42%</p> <p>2020 Targets for Year 5 achievement in the top two NAPLAN Bands: Numeracy - 21%</p> |

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| | <p>Reading - 36%</p> <p>Writing - 22%</p> <p>EOI % students by Curriculum Level Trend to be maintained: 0% of children at Year 2 working "Towards Foundation" in each of the curriculum areas assessed. <20% of children at Year 1 working "Towards Foundation" in each of the curriculum areas assessed.</p> |
| Key Improvement Strategies | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | <p>Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing.</p> <p>Yes</p> |
| KIS 2 Evaluating impact on learning | <p>Action Plan to accelerate improvement</p> <p>Yes</p> |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>This KIS remains a focus in 2020 and should do so in following years in order to maintain the gains made over time. There has been a general improvement in the NAPLAN results for writing at year 3 across the top and middle two bands with a corresponding decrease in the percentage of children in the bottom two bands. This general rise in the cohort results is not strongly reflect at year 5 - in 2019 the percentage of children in the top two bands rose by 2% however the percentage of children in the bottom two bands rose by three percent. The self-evaluation indicates that we are slightly behind schedule given fluctuations in the result for writing at year 3 but it is relevant to note the general decrease in the bottom two bands of writing. In year 5 the results vary by only a small percentage across the bands of writing from year to year. The goal would be to implement an adjustment or change to the writing strategies used day to day as a way of lifting more children through bands.</p> <p>The Work Plan for 2020 will continue to implement the agreed instructional models around Guided Reading and Guided Writing. Jolly Grammar will be introduced from Year 2 -6 to consolidate the work being done with Jolly Phonics. A whole school genre plan will be developed and implemented and the Single Word Spelling Test used as a benchmarking and diagnostic tool. The new VCAA Work Samples for Writing moderation will be included for assessment and evaluation purposes. Teams will continue to influence the direction of planned professional learning through ongoing monitoring of student need. The professional learning model implemented over previous years has evolved to provide a plan that supports our whole school core curriculum plan while responding to the needs of cohorts and individuals.</p> |
| Goal 2 | To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program. |

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| 12 Month Target 2.1 | A whole school sequence of assessment tasks in science have been developed and are being progressively implemented. The science/STEAM and Inquiry curriculum over a two year planner has been modernised and updated to meet the needs of the Victorian Curriculum and the children. Target: 90% of children to receive a teacher-judged assessment at or above "Working at Level." | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 1 Building practice excellence | <ul style="list-style-type: none"> Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach. | 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. | As the science and STEAM curriculum planner and assessment are now in place, the next logical step is to follow the plan for professional learning that has been implemented in the development literacy teaching and learning. That is, to provide for staff, high quality presenters of professional learning, this time in science/STEAM. As the literacy core curriculum has been in place for a number of years, the work to develop a program of science/STEAM professional learning will incorporate a language (and numeracy) component to ensure true integration of the curriculum and to provide ongoing literacy learning across the broader curriculum. Progress against the School Strategic Plan has been substantial given an integrated science and STEAM planner tuned to the Victorian curriculum incorporating assessment tasks, has been developed over 2 years. Consultation with staff in each unit team has allowed the development of a scope, sequence and the assessment tasks necessary to evaluate the progress of the children and the program itself. Only the refinement of the sequence of assessment tasks remains as a way of ensuring that the outcomes of the Victorian Curriculum are addressed and the reporting of student progress is reliable. Again, the provision of high quality professional learning around assessment of science/STEAM will be pivotal in ensuring that not only the program of teaching and learning but the approach to assessment is appropriately differentiated and inclusive for all learners. | |
| Goal 3 | To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program. | |
| 12 Month Target 3.1 | <p>Effective teaching time (overall score) 89% in 2019 - Target 90% in 2020</p> <p>Differentiated learning challenge (overall score) 92% in 2019 - Target 94% in 2020</p> <p>Stimulating learning (overall score) 87% in 2019 - Target 90% in 2020</p> <p>Classroom behaviour (overall score) 87% in 2019 - Target 90% in 2020</p> | |

| Key Improvement Strategies | Is this KIS selected for focus this year? |
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| KIS 1 Curriculum planning and assessment | <ul style="list-style-type: none"> Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students. 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. | A high quality integrated inquiry learning program planner strong focus on science/STEAM has been completed in 2019 for full implementation in 2020. All classroom teaching staff have made valuable contributions to the development of the planner. The major changes around leadership support have occurred with the provision of two Learning Specialist teachers - The first in Science and the second in Numeracy. The Science Learning Specialist coordinated the development of the Integrated Unit Planner along with the development of assessment tasks in science for each unit of work as a way of establishing improved assessment and reporting procedures. The Numeracy Learning Specialist is focusing on the further planning and implementation of hands-on mathematics activities in the context of the Victorian Curriculum. The Numeracy Learning Specialist is also increasing opportunity for more children with specific interests in numeracy and coding, to delve more deeply into learning based on these interests. The NAPLAN result for percentage of children in the top two bands of numeracy in years 3 and 5 declined in 2019. The percentage of children in the bottom two bands declined in year 3 and increased in year 5 - neither represented a percentage greater than another over the 5 year trend. |

Define Actions, Outcomes and Activities

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| Goal 1 | To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing. |
| 12 Month Target 1.1 | <p>Relative Growth in 2018 and 2019 demonstrated improvement over the previous years resulting in approximately 80% of the children performing in the High and Medium Growth categories. While the 2019 result for High Relative Growth across 4 of 5 Domains was lower than that of 2018 the decrease in low growth was generally maintained. Our aim is to generate a relative growth trend that meets or exceeds the high relative growth targets listed for Reading, Spelling and Numeracy.</p> <p>2020 Targets for High Relative Growth: Reading - 35% Spelling - 28% Numeracy - 30%</p> <p>2020 Targets for Year 3 achievement in the top two NAPLAN Bands: Numeracy - 40% Reading - 40% Writing - 42%</p> <p>2020 Targets for Year 5 achievement in the top two NAPLAN Bands: Numeracy - 21% Reading - 36% Writing - 22%</p> <p>EOI % students by Curriculum Level Trend to be maintained: 0% of children at Year 2 working "Towards Foundation" in each of the curriculum areas assessed. <20% of children at Year 1 working "Towards Foundation" in each of the curriculum areas assessed.</p> |
| KIS 1 Curriculum planning and assessment | Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing. |
| Actions | <ul style="list-style-type: none"> * Strengthen the use of formative assessment, including student feedback to identify student achievement level and future learning required to demonstrate improvement in writing. * Strengthen the use of feedback to improve student learning outcomes. |

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| | <ul style="list-style-type: none"> * Strengthen student input into their own learning including the use of goal setting in writing. * Develop genre/text type scope and sequence to ensure adequate time is allocated to each text type as children move through the school. * Utilise the HITS in all curriculum planning, with emphasis on multiple exposures and worked examples to clearly demonstrate the success criteria of any writing task. * Utilise the HITS in all curriculum planning, with emphasis on multiple exposures and worked examples to clearly demonstrate the success criteria of any (worded) mathematics task. * Audit the literacy program for time on task. * Fully develop the Jolly Phonics program and introduce Jolly Grammar in Years 3-6 - Implement this incrementally throughout 2019 * Training for all staff in the use of the Single Word Spelling Test (SWST) as a diagnostic and benchmarking tool. <p>SEVR Prioritisation (NAPLAN) MAINTENANCE OF TOP TWO BANDS IN NUMERACY YRS 3 - 5</p> |
| <p>Outcomes</p> | <p>If the actions have been successfully implemented the children will:</p> <ul style="list-style-type: none"> * Work in a highly differentiated manner to address learning strengths and weaknesses. * Achieve consistently improving outcomes in writing - increasing number in top two band/decreasing number in bottom two bands. * Achieve consistently maintained or improving outcomes in writing high relative growth result. * Complete more rigorous writing evaluation leading to improved student learning outcomes. * Achieve consistently improving NAPLAN outcomes in Spelling, Grammar and Punctuation. <p>If the actions have been successfully implemented the staff will:</p> <ul style="list-style-type: none"> * Continue to develop greater knowledge of the learning data in writing associated with each child and how to use this to continuously improve student learning outcomes. * Continue to make relevant the information reported to parents in both written reports and during interviews. * Demonstrate greater coherence in literacy curriculum planning, delivery and assessment across the school, further enabling a clear line of site from F - 6. <p>If the actions have been successfully implemented the leaders will:</p> <ul style="list-style-type: none"> * Further develop a whole school understanding of student learning growth in writing (and beyond) over consecutive years. * Improve planning for the use of resources including the purchase of materials and technology focused on student need. * Instigate professional learning for staff that is targeted at student and staff need. * Implement PLTs that have a bias towards action resulting from an understanding of the full suite of assessment resources (inc Accelerus Data Collection tool). <p>If the actions have been successfully implemented the community will:</p> |

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| | <p>* Develop a greater understanding of the progress of its children. * Be able to participate more effectively as partners in the education of its children.</p> | | | |
| Success Indicators | <p>NAPLAN Data Service: Item analysis report/criteria report Number in top two bands yrs 3 and 5 Number in bottom two bands yrs 3 and 5 Essential Assessments data Continued collection of relevant assessment data in Accelerus Data Module.</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Employ educational consultants (Lyn Watts and Brenda Botterill) and implement a professional learning work plan focusing on: Consistency of practice. Targeted assessment. Differentiated learning tasks with a focus on writing. The setting of achievable goals. | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$38,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Establish scope and sequence for genre/text type and the assessment of this. This work is to be completed in line with our core curriculum planning documents and will be completed during Unit planning times. Our Educational Consultant and Literacy Leader will coordinate the process to ensure this aligns with our whole school curriculum planning. | <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Student learning data to be recorded in Accelerus. This data will be used and incorporated in staff Performance Development. This work is to be completed by all classroom teaching staff in line with our core curriculum planning documents. Our Educational Consultants, Leading Teachers and Coordinators will manage the process to ensure this aligns with our whole school curriculum planning. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| <p>Provision of professional learning to be based on student need, inclusion and diversity. Staff need will determine the range of professional learning being offered and the content of that learning.</p> | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Provide intervention support (teacher) assistance in literacy and numeracy development. 0.2EFT in years 3/4 and 0.45EFT in years 5/6 The intervention support prior to May will focus on building the skills of the children in years 3 and 5 who are assessed as working just below the level required for their age and grade. Beyond this the interventions will be applied to those children generally below the expected level for their age and grade.</p> | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Provide intervention support (ESS) to Years 1/2 to build the reading skills of year 1/2 children. Intervention in this area has been ongoing over the past 5 years and targets all children in year 1 who are not performing at the expected level in reading. Teachers nominate the children who will participate following careful consideration of assessment results. The ESS member will be under the direct supervision of the classroom teachers.</p> | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$42,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>SEVR Prioritisation (NAPLAN) MAINTENANCE OF TOP TWO BANDS IN NUMERACY YRS 3 - 5 (to begin in 2019) Year 5 Strategies Newly assigned Numeracy Learning Specialist to oversee whole school Maths program in consultation with Principal. Learning Specialist to investigate hands on Maths program to implement school wide Review current teaching strategies and ensure consistent rich learning opportunities embedded in to each lesson Review yearly planning structure to consider more time spent on</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |

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| <p>core concepts Review use of common assessment tasks for effective differentiation of learning needs to provide Point of Need Teaching Provide Professional Development to staff to promote a hands on approach to Maths teaching using the Top Ten Maths resource Item analysis of PAT-M Item analysis review of 2018 Year 3 NAPLAN to cross check skill deficiencies compared to PAT Increase student accountability and student Strengthen the use of feedback to improve student learning outcomes and metacognition Provide opportunities for collaborative learning within problem solving sessions Reduced class sizes for Maths targeted maths groups 1 to 1 conferencing with prioritised group relating to PAT results Provide multiple exposures for learners to interact with new knowledge in different activities Appointment of Leading Teachers in areas F-2 and 3-6, to oversee implementation of Numeracy between the cohorts and across the school</p> <p>Whole School Strategies</p> <p>Ongoing staff PD with Learning Specialist and Numeracy Consultant Centralised resource folder within Curriculum Drive Create an induction day and ongoing sessions for new staff members Tracking growth though Accelerus Agreed Online resources for assessment, lesson plans and problem solving</p> | | | | |
| KIS 2 Evaluating impact on learning | Action Plan to accelerate improvement | | | |

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| Actions | Strengthen the use of formative assessment, including student feedback to identify student achievement level and future learning required to demonstrate improvement Develop and implement additional numeracy sessions Establish one-on-one conferencing with students | | | |
| Outcomes | Examples... Students will: - work with teachers to identify next steps in their learning Teachers will: - differentiate their teaching based on student learning needs - regularly provide feedback to students on their learning Leaders will: - actively monitor implementation of the Action Plan | | | |
| Success Indicators | Numeracy- to maintain/increase the percentage of students achieving in the top two bands of NAPLAN, year 3 to year 5. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Development of assessment tasks to effectively measure the learning growth for the target group of students | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Item analysis of NAPLAN, PAT, Mathematics and Essential Assessment to identify areas of deficit to inform classroom teaching programs for the 'target group'. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$360.00 <input type="checkbox"/> Equity funding will be used |

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| Develop and implement additional numeracy sessions for the 'target group of students'. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Analyse NAPLAN and PAT to identify and select 'targeted groups of students'. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| One-on-one conferencing with students to increase their awareness of growth and establish goal setting. | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$1,440.00 <input type="checkbox"/> Equity funding will be used |
| Goal 2 | To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program. | | | |
| 12 Month Target 2.1 | A whole school sequence of assessment tasks in science have been developed and are being progressively implemented. The science/STEAM and Inquiry curriculum over a two year planner has been modernised and updated to meet the needs of the Victorian Curriculum and the children. Target: 90% of children to receive a teacher-judged assessment at or above "Working at Level." | | | |
| KIS 1 Building practice excellence | <ul style="list-style-type: none"> Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach. | | | |
| Actions | <p>Appoint Leading Teachers to manage F-2 and Years 3 - 6 curriculum delivery and assessment with a clear focus on science and inquiry learning.</p> <p>* Complete the implementation of the two year inquiry planner and the use of assessment criteria necessary to achieve the target of minimum 25% of children achieving a teacher judged rating of A for achievement.</p> <p>* All necessary documentation (whole school) to be available on the Curriculum Drive.</p> | | | |

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| Outcomes | <p>If the actions have been successfully implemented the children will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry learning in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Be assessed correctly against the assessment criteria resulting in increased accuracy in student reporting. <p>If the actions have been successfully implemented the teachers will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry teaching in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Assess correctly against the assessment criteria resulting in increased accuracy in student reporting. * Use the crEATe centre to improve learning engagement. <p>If the actions have been successfully implemented the leaders will:</p> <ul style="list-style-type: none"> * Establish a greater understanding of the learning outcomes school-wide in order to ensure continuous improvement through professional learning, program planning and assessment/reporting practices. | | | |
| Success Indicators | <ul style="list-style-type: none"> * Science/Inquiry teacher judgements in June and December annually. * Unit planning documents. * Curriculum planning documents. * Fully developed assessment schedule to include science. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Focus on the HITS -multiple exposures, feedback and worked examples to improve learning outcomes in science generally with a focus on writing. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Establish a timetable in late term 4 and early term 1 to ensure the crEATe facility is utilised in a productive and equitable manner across the whole school. | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Goal 3 | To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program. | | | |
| 12 Month Target 3.1 | <p>Effective teaching time (overall score) 89% in 2019 - Target 90% in 2020</p> <p>Differentiated learning challenge (overall score) 92% in 2019 - Target 94% in 2020</p> <p>Stimulating learning (overall score) 87% in 2019 - Target 90% in 2020</p> <p>Classroom behaviour (overall score) 87% in 2019 - Target 90% in 2020</p> | | | |
| KIS 1 Curriculum planning and assessment | <ul style="list-style-type: none"> Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students. | | | |
| Actions | <ul style="list-style-type: none"> * Appoint Leading Teachers to manage curriculum planning, implementation and assessment. * Using student voice, establish a clear understanding of goal setting to provide a more stimulating environment which children can more productively engage. * Provide opportunities for professional learning to the Leading Teachers such that professional learning sessions can be successfully delivered to staff. * Complete the implementation of the two year inquiry planner and the use of assessment criteria necessary to achieve the target of minimum 25% of children achieving a teacher judged rating of A for achievement. * All necessary documentation (whole school) to be available on the Curriculum Drive. | | | |
| Outcomes | <p>If the actions have been successfully implemented the children will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry learning in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Be assessed correctly against the success criteria/assessment tasks resulting in increased accuracy in student reporting. | | | |

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| | <p>If the actions have been successfully implemented the teachers will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry teaching in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Assess correctly against the success criteria/assessment tasks resulting in increased accuracy in student reporting. * Use the crEATe centre to improve learning engagement. * Understand ways to acknowledge and develop the individual learning of the children. <p>If the actions have been successfully implemented the leaders will:</p> <ul style="list-style-type: none"> * Establish a greater understanding of the learning outcomes school-wide in order to ensure continuous improvement through professional learning, program planning and assessment/reporting practices. * Develop ILPs with greater understanding of student need. * Monitor ILPs with greater accuracy. | | | |
| <p>Success Indicators</p> | <p>Effective Teaching Time The percentage score for boys across years 4-6 is lower than for girls The target score for boys at each year level is 90% Differentiated Learning Challenge The target percentage score overall (boys and girls) is 90% in 2019 Stimulating Learning The target percentage score overall (boys and girls) is 90% in 2019. The target percentage score for year 6 girls is >80% in 2019. Classroom Behaviour The target percentage score overall (boys and girls) is 90%. The target percentage score for year 4 girls is >80% in 2019.</p> <p>The above data will be collected from the Student Attitudes to School Survey. Children in years 3-6 will be interviewed to supplement the information gained from the SATSS. We will be seeking to establish the degree to which the children understand the manner in which they contribute to the development of the learning programs, particularly science, at our school.</p> <p>ILPs will be accessed to establish the degree to which professional learning has impacted on their development and on the perceived success of the children in reaching the target outcomes. The crEATe facility bookings will be used to establish frequency of use and the learning intentions/curriculum areas being addressed through the inquiry program.</p> | | | |
| <p>Activities and Milestones</p> | <p>Who</p> | <p>Is this a PL Priority</p> | <p>When</p> | <p>Budget</p> |
| <p>Allocate 1.0EFT ESS for support of teaching and learning in the crEATe Centre. The ESS is responsible for all ordering, set up and</p> | <p><input checked="" type="checkbox"/> Education Support</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1</p> | <p>\$47,000.00</p> |

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| <p>pack up of all cooking/food-based activities. Each class will cook lunch for themselves twice per term. The remaining times will be used by classroom teachers for STEM related activities.</p> | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team | | to: Term 4 | <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Increase teacher capacity and integration of the STEM disciplines to maximise opportunities for students to develop problem solving and metacognitive skills to enhance student learning outcomes. The Leading Teachers will assist with the identification of a program of professional learning to assist Unit Teams to deliver engaging, purposeful teaching and learning activities. This process to begin in term 2 and will result in additional program information being added to the units of work currently in our two year planner for Inquiry Learning.</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Ensure adequate resourcing for the program is available for the full school year through the SRP and is based on the actual finance figures for 2019 to ensure adequacy of the resourcing.</p> | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|---------------------|
| Equity funding associated with Activities and Milestones | \$234,000.00 | \$234,000.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$234,000.00 | \$234,000.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|--|----------------------------|-------------------|
| Employ educational consultants (Lyn Watts and Brenda Botterill) and implement a professional learning work plan focusing on: Consistency of practice. Targeted assessment. Differentiated learning tasks with a focus on writing. The setting of achievable goals. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$38,000.00 | \$38,000.00 |
| Provision of professional learning to be based on student need, inclusion and diversity. Staff need will determine the range of professional learning being offered and the content of that learning. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$20,000.00 | \$20,000.00 |
| Provide intervention support (teacher) assistance in literacy and numeracy development. 0.2EFT in years 3/4 and 0.45EFT in years 5/6 The intervention support prior to May will focus on building the skills of the children in years 3 and 5 who are assessed as working just below the level required | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$60,000.00 | \$60,000.00 |

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| for their age and grade. Beyond this the interventions will be applied to those children generally below the expected level for their age and grade. | | | | |
| Provide intervention support (ESS) to Years 1/2 to build the reading skills of year 1/2 children. Intervention in this area has been ongoing over the past 5 years and targets all children in year 1 who are not performing at the expected level in reading. Teachers nominate the children who will participate following careful consideration of assessment results. The ESS member will be under the direct supervision of the classroom teachers. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$42,000.00 | \$42,000.00 |
| Focus on the HITS -multiple exposures, feedback and worked examples to improve learning outcomes in science generally with a focus on writing. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$2,000.00 | \$2,000.00 |
| Allocate 1.0EFT ESS for support of teaching and learning in the crEATe Centre. The ESS is responsible for all ordering, set up and pack up of all cooking/food-based activities. Each class will cook lunch for themselves twice per term. The remaining times will be used by classroom teachers for STEM related activities. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets | \$47,000.00 | \$47,000.00 |
| Increase teacher capacity and integration of the STEM disciplines to maximise opportunities for students to develop problem solving and metacognitive skills to enhance student learning outcomes. The Leading Teachers will assist with the identification of a program of professional learning to assist Unit Teams to deliver engaging, purposeful teaching and learning activities. This process to begin in term 2 and will result in additional program information being added to the units of work currently in our two year planner for Inquiry Learning. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT | \$15,000.00 | \$15,000.00 |
| Ensure adequate resourcing for the program is available for the full school year through the SRP and | from: Term 1 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$10,000.00 | \$10,000.00 |

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| is based on the actual finance figures for 2019 to ensure adequacy of the resourcing. | to: Term 4 | | | |
| Totals | | | \$234,000.00 | \$234,000.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| Totals | | | \$0.00 | \$0.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------------|---|--|---|---|
| Employ educational consultants (Lyn Watts and Brenda Botterill) and implement a professional learning work plan focusing on: Consistency of practice. Targeted assessment. Differentiated learning tasks with a focus on writing. The setting of achievable goals. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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 |
| Provision of professional learning to be based on student need, inclusion and diversity. Staff need will determine the range of professional learning being offered and the content of that learning. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <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"/> On-site |
| SEVR Prioritisation (NAPLAN) MAINTENANCE OF TOP TWO BANDS IN NUMERACY YRS 3 - 5 (to begin in 2019) Year 5 Strategies | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site |

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| <p>Newly assigned Numeracy Learning Specialist to oversee whole school Maths program in consultation with Principal.</p> <p>Learning Specialist to investigate hands on Maths program to implement school wide</p> <p>Review current teaching strategies and ensure consistent rich learning opportunities embedded in to each lesson</p> <p>Review yearly planning structure to consider more time spent on core concepts</p> <p>Review use of common assessment tasks for effective differentiation of learning needs to provide Point of Need Teaching</p> <p>Provide Professional Development to staff to promote a hands on approach to Maths teaching using the Top Ten Maths resource</p> <p>Item analysis of PAT-M</p> <p>Item analysis review of 2018 Year 3 NAPLAN to cross check skill deficiencies compared to PAT</p> <p>Increase student accountability and student</p> <p>Strengthen the use of feedback to improve student</p> | | | | | | |
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| <p>learning outcomes and metacognition Provide opportunities for collaborative learning within problem solving sessions Reduced class sizes for Maths targeted maths groups 1 to 1 conferencing with prioritised group relating to PAT results Provide multiple exposures for learners to interact with new knowledge in different activities Appointment of Leading Teachers in areas F-2 and 3-6, to oversee implementation of Numeracy between the cohorts and across the school</p> <p>Whole School Strategies</p> <p>Ongoing staff PD with Learning Specialist and Numeracy Consultant Centralised resource folder within Curriculum Drive Create an induction day and ongoing sessions for new staff members Tracking growth through Accelerus Agreed Online resources for assessment, lesson plans and problem solving</p> | | | | | | |
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| <p>Focus on the HITS -multiple exposures, feedback and worked examples to improve learning outcomes in science generally with a focus on writing.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Increase teacher capacity and integration of the STEM disciplines to maximise opportunities for students to develop problem solving and metacognitive skills to enhance student learning outcomes. The Leading Teachers will assist with the identification of a program of professional learning to assist Unit Teams to deliver engaging, purposeful teaching and learning activities. This process to begin in term 2 and will result in additional program information being added to the units of work currently in our two year planner for Inquiry Learning.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |