

# 2021 Annual Implementation Plan

## for improving student outcomes

Brunswick South Primary School (2743)



**Brunswick South**  
**PRIMARY SCHOOL**

*imparare insieme ♦ creare insieme ♦ vivere insieme*

Submitted for review by Trevor Strolla (School Principal) on 17 December, 2020 at 10:24 AM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 18 December, 2020 at 11:22 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

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

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

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

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| <b>Enter your reflective comments</b> | While some improvement efforts for 2020 were sidelined by COVID-19, many others were not. The school continued a focus on the development of effective teaching practices, shifting focus to and from remote learning several times during the year. The school's involvement in the Primary Maths Specialist program has built middle leadership for Mathematics and enabled a professional learning focus for all staff linked to the quality program delivered to the leaders through DET. Significantly, the work towards a collaborative approach to teaching in Mathematics helped to reduce variability between English and Italian teachers. Literacy Intervention provided resources to allow the school to proactively prepare for the Learning Tutor position in 2021. This also supported a reinvigoration of IEP processes and a focus on using evidence and data to inform teaching and learning. |
| <b>Considerations for 2021</b>        | <ul style="list-style-type: none"> <li>- Development of structured coaching and mentoring program for new leaders in 2021</li> <li>- Delivery of expertise around Respectful Relationships with the school accredited as a RR Lead School in 2021</li> <li>- Refresher training for PLCs to overcome changes in staffing</li> <li>- Targeted support for 2020 new and graduate staff utilizing Range 2 teachers</li> </ul>  |

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| <b>Documents that support this plan</b> |  |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>   | 2021 Priorities Goal   |
| <b>Target 1.1</b>   | Support for the 2021 Priorities  |
| <b>Key Improvement Strategy 1.a</b><br>Curriculum planning and assessment | Learning, catch-up and extension priority  |
| <b>Key Improvement Strategy 1.b</b><br>Health and wellbeing               | Happy, active and healthy kids priority  |
| <b>Key Improvement Strategy 1.c</b><br>Building communities               | Connected schools priority   |
| <b>Goal 2</b>   | To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy  |
| <b>Target 2.1</b>   | <p>Writing Growth Year 5:</p> <ul style="list-style-type: none"> <li>- Decrease students achieving low growth from 18% to 10%</li> <li>- Increase students achieving high growth from 38% to 54%</li> </ul> <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> <li>- Increase students in top two bands from an average of 48% to 60% average</li> </ul> <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> <li>- Increase students in top two bands from 20% to 35%</li> </ul> <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> <li>- Increase students achieving high growth from 35% average to 42% average</li> <li>- Decrease students achieving low growth from 15% average to 10% average</li> </ul> |

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|   | <p>Achievement Year 3 Numeracy:<br/> - Increase students in the top two bands from 45% average to 60% average</p> <p>Numeracy Achievement Year 5:<br/> - Increase students in the top two bands from 56% to 65%</p>   |
| <p><b>Key Improvement Strategy 2.a</b><br/> Building practice excellence</p>  | Implement Professional Learning Communities   |
| <p><b>Key Improvement Strategy 2.b</b><br/> Building leadership teams</p>     | Further build the capacity of the school leadership team  |
| <p><b>Key Improvement Strategy 2.c</b><br/> Evaluating impact on learning</p> | Action Plan to accelerate improvement   |
| <p><b>Goal 3</b></p>  | To foster intellectual engagement and self-awareness consistently in all learning areas across the school   |
| <p><b>Target 3.1</b></p>  | <p><b>Attitudes to School</b></p> <p>Self regulation and goal setting<br/> Year 4 – 90% increase to 95% average<br/> Year 5 – 78% increase to 90% average<br/> Year 6 – 59% increase to 75% average<br/> Average 86% for self regulation and goal setting for Years 4-6</p> <p>Differentiated learning challenge<br/> Year 4 – 80% increase to 90% average<br/> Year 5 – 57% increase to 70% average<br/> Year 6 – 46% increase to 60% average<br/> Average 73% for Differentiated learning challenge for Years 4-6</p> |

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|  | <p><b>Parent Opinion</b><br/> Effective teaching practice for cognitive engagement<br/> 2017 – 76% positive endorsement increase to 85%<br/> Student agency and voice<br/> 2017 – 79% to 85%<br/> Stimulating learning environment<br/> 2017 – 84% to 91%</p> <p><b>School Staff Survey</b><br/> Guaranteed and viable curriculum 2017 - 74% to 82% average over 4 years (all staff)<br/> Academic emphasis – 2017 - 72% to 82% average over 4 years</p> |
| <p><b>Key Improvement Strategy 3.a</b><br/> Intellectual engagement and self-awareness</p> | <p>To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate (KIS)</p>   |
| <p><b>Goal 4</b></p>   | <p>All staff, students and parents see themselves as active participants in our school learning community.</p>   |
| <p><b>Target 4.1</b></p>   | <p><b>Attitudes to School:</b><br/> Sense of inclusion 2017 - 74% to 85%<br/> Sense of connectedness<br/> 2017 – 69% to 80%</p> <p><b>Parent Opinion Survey</b><br/> I understand how my child is assessed 2017 – 52% to 70%<br/> Parent participation and involvement 2017 – 72% to 82% average over 4 years</p>  |

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|  | <p>This school has a strong relationship with the local community 2017 52% to 70%<br/> Teacher Communication 2017 – 60% to 80% average over 4 years</p> <p><b>School Staff Survey</b></p> <p>Parent and Community Involvement 2017 – 67% to 80%<br/> Professional Learning 2017 – 71% to 81%</p> |
| <p><b>Key Improvement Strategy 4.a</b><br/> Building communities</p> | <p>Strengthening partnerships at all levels of the organisation to achieve continuous improvement (KIS)</p>  |



## Select Annual Goals and KIS

| Four Year Strategic Goals   | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target   |
|---|---------------------------------------|--|---|
| 2021 Priorities Goal  | Yes                                   | Support for the 2021 Priorities  | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>KIS 1a: To accelerate over 70% of low growth students in 2020 through more than 12 months' growth in 2021 (Teacher judgement)</p> <p>KIS 1b: Increase the percentage of positive endorsement measure for the following factors of the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>- sense of connectedness: 81% (2019) to 85% (2021)</li> <li>- sense of inclusion: 82% (2019) to 85% (2021)</li> <li>- student voice &amp; agency: 62% (2019) to 70% (2021)</li> </ul> |
| To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy | Yes                                   | <p>Writing Growth Year 5:</p> <ul style="list-style-type: none"> <li>- Decrease students achieving low growth from 18% to 10%</li> <li>- Increase students achieving high growth from 38% to 54%</li> </ul> <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> <li>- Increase students in top two bands from an average of 48% to 60% average</li> </ul> <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> <li>- Increase students in top two bands from 20% to 35%</li> </ul> | <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> <li>- Students achieving high growth 42% average</li> <li>- Students achieving low growth to 10% average</li> </ul> <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> <li>- Increase students in the top two bands to 60% average</li> </ul> <p>Numeracy Achievement Year 5:</p>  |

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|  |           | <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> <li>- Increase students achieving high growth from 35% average to 42% average</li> <li>- Decrease students achieving low growth from 15% average to 10% average</li> </ul> <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> <li>- Increase students in the top two bands from 45% average to 60% average</li> </ul> <p>Numeracy Achievement Year 5:</p> <ul style="list-style-type: none"> <li>- Increase students in the top two bands from 56% to 65%</li> </ul>  | <p>- Increase students in the top two bands to 65%</p> |
| <p>To foster intellectual engagement and self-awareness consistently in all learning areas across the school</p> | <p>No</p> | <p><b>Attitudes to School</b></p> <p>Self regulation and goal setting</p> <p>Year 4 – 90% increase to 95% average</p> <p>Year 5 – 78% increase to 90% average</p> <p>Year 6 – 59% increase to 75% average</p> <p>Average 86% for self regulation and goal setting for Years 4-6</p> <p>Differentiated learning challenge</p> <p>Year 4 – 80% increase to 90% average</p> <p>Year 5 – 57% increase to 70% average</p> <p>Year 6 – 46% increase to 60% average</p> <p>Average 73% for Differentiated learning challenge for Years 4-6</p> <p><b>Parent Opinion</b></p> <p>Effective teaching practice for cognitive engagement</p> |  |

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|  |           | <p>2017 – 76% positive endorsement increase to 85%</p> <p>Student agency and voice</p> <p>2017 – 79% to 85%</p> <p>Stimulating learning environment</p> <p>2017 – 84% to 91%</p> <p><b>School Staff Survey</b></p> <p>Guaranteed and viable curriculum 2017 - 74% to 82% average over 4 years (all staff)</p> <p>Academic emphasis – 2017 - 72% to 82% average over 4 years</p>   |  |
| <p>All staff, students and parents see themselves as active participants in our school learning community.</p> | <p>No</p> | <p><b>Attitudes to School:</b></p> <p>Sense of inclusion 2017 - 74% to 85%</p> <p>Sense of connectedness</p> <p>2017 – 69% to 80%</p> <p><b>Parent Opinion Survey</b></p> <p>I understand how my child is assessed 2017 – 52% to 70%</p> <p>Parent participation and involvement 2017 – 72% to 82% average over 4 years</p> <p>This school has a strong relationship with the local community 2017 52% to 70%</p> <p>Teacher Communication 2017 – 60% to 80% average over 4 years</p> <p><b>School Staff Survey</b></p> |  |

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|  |  | Parent and Community Involvement 2017 – 67% to 80%<br>Professional Learning 2017 – 71% to 81% |  |
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| <b>Goal 1</b>                                      | 2021 Priorities Goal  |   |
| <b>12 Month Target 1.1</b>                         | <p>KIS 1a: To accelerate over 70% of low growth students in 2020 through more than 12 months' growth in 2021 (Teacher judgement)</p> <p>KIS 1b: Increase the percentage of positive endorsement measure for the following factors of the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>- sense of connectedness: 81% (2019) to 85% (2021)</li> <li>- sense of inclusion: 82% (2019) to 85% (2021)</li> <li>- student voice &amp; agency: 62% (2019) to 70% (2021)</li> </ul> |   |
| <b>Key Improvement Strategies</b>                  |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Curriculum planning and assessment | Learning, catch-up and extension priority   | Yes                                       |
| <b>KIS 2</b><br>Health and wellbeing               | Happy, active and healthy kids priority   | Yes                                       |
| <b>KIS 3</b><br>Building communities               | Connected schools priority  | Yes                                       |

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| <p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p> | <p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>   |  |
| <p><b>Goal 2</b></p>   | <p>To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy</p>  |  |
| <p><b>12 Month Target 2.1</b></p>  | <p>Numeracy Year 5:<br/> - Students achieving high growth 42% average<br/> - Students achieving low growth to 10% average</p> <p>Achievement Year 3 Numeracy:<br/> - Increase students in the top two bands to 60% average</p> <p>Numeracy Achievement Year 5:<br/> - Increase students in the top two bands to 65%</p> |  |
| <p><b>Key Improvement Strategies</b></p>   |   | <p>Is this KIS selected for focus this year?</p> |
| <p><b>KIS 1</b><br/>Building practice excellence</p>   | <p>Implement Professional Learning Communities</p>  | <p>No</p>  |
| <p><b>KIS 2</b><br/>Building leadership teams</p>  | <p>Further build the capacity of the school leadership team</p>   | <p>Yes</p>                                       |
| <p><b>KIS 3</b><br/>Evaluating impact on learning</p>  | <p>Action Plan to accelerate improvement</p>  | <p>No</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.

- With many new staff in 2020 the focus was on a strong induction and mentoring program for these staff. In 2021, with new leaders (including new Learning Specialists), the focus is on developing their capacity to effectively lead PLCs.
- As it is the final year of the SSP cycle the school has identified specific areas which are outstanding in the current strategic plan.

## Define Actions, Outcomes and Activities

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| <b>Goal 1</b>                                      | 2021 Priorities Goal   |
| <b>12 Month Target 1.1</b>                         | <p>KIS 1a: To accelerate over 70% of low growth students in 2020 through more than 12 months' growth in 2021 (Teacher judgement)</p> <p>KIS 1b: Increase the percentage of positive endorsement measure for the following factors of the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>- sense of connectedness: 81% (2019) to 85% (2021)</li> <li>- sense of inclusion: 82% (2019) to 85% (2021)</li> <li>- student voice &amp; agency: 62% (2019) to 70% (2021)</li> </ul>  |
| <b>KIS 1</b><br>Curriculum planning and assessment | Learning, catch-up and extension priority  |
| <b>Actions</b>                                     | <ul style="list-style-type: none"> <li>- Leaders and teachers effectively use data (numbers on a page) and evidence (moderated discussion, narrative) to plan for student learning at the point of need</li> <li>- Continue to develop data literacy of all staff to inform understanding of student needs and progress and identify students requiring additional support</li> <li>- Implement tutoring program across the school</li> </ul>  |
| <b>Outcomes</b>                                    | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- work collaboratively to achieve improved student learning outcomes across the school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- confidently and accurately use student data and evidence to identify students requiring additional support either through target teaching or structured tutoring sessions</li> <li>- use HITS and the BSPS Instructional Model to explicitly teach students at the point of need</li> <li>- work alongside the Accelerated Learning Tutor to handover relevant information and inform parents of progress</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- participate in and engage with additional learning opportunities provided</li> <li>- set relevant goals in Literacy and Mathematics to support their learning</li> </ul> <p>Parents and carers will:</p> <ul style="list-style-type: none"> <li>- support their child and the school staff in learning catch up or extension</li> </ul> |

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|   | <p>School staff survey:</p> <ul style="list-style-type: none"> <li>- How to understand and analyse data - over 75%</li> <li>- Formative assessment - over 80%</li> <li>- For the majority of students involved in Accelerated Learning Program should make more than 12 months growth in 2021</li> </ul>  |  |                                  |  |
| <b>Success Indicators</b>   | <p>Multiple sources of evidence used to track student learning growth, use peer observation and coaching (Minutes from SIT/PLC reflecting on progress; observation notes, notes from peer coaching)</p> <p>Students will be taught at their point of need and monitor growth of identified students in conjunction with SIT and Accelerated Learning Tutor (IEPs, planning documentation; notes from peer coaching/observations)</p> <p>Students will: identify their learning strengths and goals (student interviews/PIVOT surveys)</p> |  |                                  |  |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| Implement High Ability Practice program   | <input checked="" type="checkbox"/> Leadership Team   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$7,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Redesign handover process to ensure at risk students are identified and time given in 2021 for additional handover sessions | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| Continue building consistency and rigor with Individual Education Plans for students 12+ months behind or ahead             | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| Provide Professional Learning focus for staff on supporting EAL learners in the classroom                                   | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$0.00   |



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|   | <input checked="" type="checkbox"/> Learning Specialist(s)  |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used                    |
| Allocate an Accelerated Learning Tutor and implement a structured program to catch up all students who require additional support | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$43,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Health and wellbeing  | Happy, active and healthy kids priority   |  |                                  |   |
| <b>Actions</b>  | <ul style="list-style-type: none"> <li>- Reinvigorating the Student Engagement and Wellbeing PLC</li> <li>- Established an agreed process identify students with additional wellbeing concerns</li> </ul>   |  |                                  |   |
| <b>Outcomes</b>   | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- timetable opportunities for PLC to meet</li> <li>- provide direction to ensure the work of the PLC is focused</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- undertake the agreed elements of wellbeing practice at BSPS, e.g. SWPB, RR, Learning 2 Learn</li> <li>- identify students with particular wellbeing needs and use a strengths based approach to develop individualised plans</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- feel safe, connected and happy at school</li> <li>- have agency and voice in their learning</li> <li>- be actively involved in decisions and processes that impact their time at school</li> </ul> <p>Parents and carers will:</p> <ul style="list-style-type: none"> <li>- inform the school of any additional wellbeing needs of their child</li> <li>- become involved in opportunities to learn and understand more about the wellbeing practices implemented at BSPS</li> </ul> <p>Parent Opinion Survey: My child feels safe at school: Maintain &gt; 95%</p> <p>AtoS: Sense of Connectedness: &gt; 85%</p> <p>Student Voice &amp; Agency: &gt; 70%</p> |  |                                  |   |

| <b>Success Indicators</b>   | <ul style="list-style-type: none"> <li>- Students will be actively engaged in school and experiencing positive interactions with teachers, peers and community members</li> <li>• Documentation of frameworks, policies or programs</li> <li>• Internal and external professional learning attendance and shared readings for staff are documented</li> <li>• Shared professional learning goals are reflected in staff PDPs</li> </ul> |                                       |                                  |   |
|---|---|---------------------------------------|----------------------------------|---|
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>   |
| Continue to act as a Respectful Relationships lead school through staff and network PL              | <input checked="" type="checkbox"/> Wellbeing Team  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Empower students to take the lead on SWPB and make this framework 'live'                            | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used      |
| Revisit and redesign Learning to Learn program to meet the needs of students as individual learners | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used      |
| Undertake the actions in the school's Reconciliation Action Plan                                    | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used      |
| <b>KIS 3</b><br>Building communities  | Connected schools priority  |                                       |                                  |   |

| <b>Actions</b>   | <ul style="list-style-type: none"> <li>- Reconnect and reengage with families who are not engaging with the school community or learning program</li> <li>- Engage with Moreland Community of Practice</li> <li>- Active involvement in Bilingual Network (Principals &amp; Teachers)</li> </ul>   |                                       |                                  |  |
|--|--|---------------------------------------|----------------------------------|--|
| <b>Outcomes</b>  | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- support teams with a process to follow to identify specific families to work with</li> <li>- model conversations with parents to support teachers</li> <li>- engage in CoP</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Identify families who require additional support to engage</li> <li>- identify meaningful ways to engage these families in the school community and the learning program</li> <li>- consider which methods of communication work best for each family</li> <li>- become actively involved in Bilingual Network Working Party</li> </ul> <p>Parents and carers will:</p> <ul style="list-style-type: none"> <li>- provide feedback through Parent Opinion survey on School Connectedness</li> <li>- feed information to teachers that helps strengthen the home school partnership</li> <li>- be actively involved in the Bilingual School Council Subcommittee</li> </ul> |                                       |                                  |  |
| <b>Success Indicators</b>  | <ul style="list-style-type: none"> <li>- School is represented in the different levels of network engagement at a bilingual network and regional network level</li> <li>- Reengaged parents will be more connected with the school, staff and their child's learning</li> <li>- Parent Opinion survey shows a &gt;80% positive endorsement for Parent Participation &amp; Involvement</li> </ul>   |                                       |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>  |
| Identify parents and carers who may need support to reengage with the school community | <input checked="" type="checkbox"/> All Staff  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Promotion of school events to all parents and carers                                   | <input checked="" type="checkbox"/> All Staff  | <input type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00   |

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|  |   |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used               |
| Develop a plan for increasing the engagement of parents or groups that are under represented in the school (through surveys, sub committee action plans) | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Community and Fundraising Sub Committee to ensure a balance of fundraising and community events  | <input checked="" type="checkbox"/> School Leadership Team  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>Goal 2</b>  | To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy   |  |                                  |  |
| <b>12 Month Target 2.1</b>   | <p>Numeracy Year 5:<br/>- Students achieving high growth 42% average<br/>- Students achieving low growth to 10% average</p> <p>Achievement Year 3 Numeracy:<br/>- Increase students in the top two bands to 60% average</p> <p>Numeracy Achievement Year 5:<br/>- Increase students in the top two bands to 65%</p> |  |                                  |  |
| <b>KIS 1</b><br>Building leadership teams  | Further build the capacity of the school leadership team  |  |                                  |  |
| <b>Actions</b>   | - Reinvigorate Vertical PLCs through the annual action plan and use these to build teacher practice capability and leadership capacity  |  |                                  |  |

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|--|---|--|----------------------------------|--|
|  |   |  |                                  |  |
| <b>Outcomes</b>                                  | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- participate in formal and informal coaching and mentoring relationships to build their leadership capacity</li> <li>- lead PLCs based on evidence and understand the difference between evidence and assumptions</li> <li>- work collaboratively with all teams during planning and PLC time</li> <li>- support teams to develop a three week planning cycle to allow protected time to plan Reading, Writing &amp; Mathematics</li> <li>- explicitly use the metalanguage of teaching and learning to ensure vertical consistency across the school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- work cohesively and collaboratively in teams</li> <li>- collect data and evidence AND use this to inform planning</li> <li>- bring student learning data or evidence to planning</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- know what they are learning, why they are learning it and when they have learned it</li> <li>- be able to discuss their learning through conferences, interviews or reflections (and be able to use the metalanguage)</li> <li>- have consistent experiences year to year and between teachers</li> </ul> |  |                                  |  |
| <b>Success Indicators</b>                        | <ul style="list-style-type: none"> <li>- Reduced variability in student growth data and teacher judgement data from year to year showing students are having access to a consistent experience</li> <li>- Teaching and learning planning documentation (BSPS Planning Template and Instructional Model)</li> <li>- Teachers and students have a clear understanding of the purpose of Classroom observations and feedback processes</li> <li>- Reflection and feedback for to teachers and students to improve teaching and learning</li> <li>- Professional learning for Year Level PLC Leaders (PLC Inquiry Cycle) using the PLC maturity matrix</li> <li>- Measured change in teacher practice as determined through feedback from staff</li> </ul>  |  |                                  |  |
| <b>Activities and Milestones</b>                 | <b>Who</b>  | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| New leaders formally coached and mentored by SIT | <input checked="" type="checkbox"/> School Improvement Team<br><input checked="" type="checkbox"/> Year Level Co-ordinator(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |

|  |   |                                       |                                  |  |
|--|---|---------------------------------------|----------------------------------|--|
| Literacy & Mathematics Learning Specialists are the knowledgeable other during team planning sessions            | <input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Year Level Co-ordinator(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| New leaders to undertake relevant formal PL (Bastow) or develop new critical friend connections (Inspire/Create) | <input checked="" type="checkbox"/> School Improvement Team<br><input checked="" type="checkbox"/> Year Level Co-ordinator(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$3,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Undertaking pre-review self-evaluation to inform the 2022 School Review  | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |

# Equity Funding Planner

## Equity Spending Totals

| Category   | Total proposed budget (\$) | Spend (\$)    |
|--|----------------------------|---------------|
| Equity funding associated with Activities and Milestones | \$0.00                     | \$0.00        |
| Additional Equity funding                                | \$0.00                     | \$0.00        |
| <b>Grand Total</b>                                       | <b>\$0.00</b>              | <b>\$0.00</b> |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---------------------------|------|----------|----------------------------|-------------------|
| <b>Totals</b>             |      |          | <b>\$0.00</b>              | <b>\$0.00</b>     |

## Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| <b>Totals</b>                                     |      |          | <b>\$0.00</b>              | <b>\$0.00</b>     |

## Professional Learning and Development Plan

| Professional Learning Priority                   | Who   | When                       | Key Professional Learning Strategies   | Organisational Structure  | Expertise Accessed   | Where                                       |
|--|---|----------------------------|--|---|--|---|
| Implement High Ability Practice program          | <input checked="" type="checkbox"/> Leadership Team   | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning     | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting                                | <input checked="" type="checkbox"/> Bastow program/course<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| New leaders formally coached and mentored by SIT | <input checked="" type="checkbox"/> School Improvement Team<br><input checked="" type="checkbox"/> Year Level Co-ordinator(s) | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting<br><input checked="" type="checkbox"/> Regional Leadership Conferences | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Bastow program/course<br><input checked="" type="checkbox"/> Learning Specialist                         | <input checked="" type="checkbox"/> On-site |