

# 2021 Annual Implementation Plan

## for improving student outcomes

Flemington Primary School (0250)



Submitted for review by Amanda Williams (School Principal) on 17 December, 2020 at 12:42 PM  
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 17 March, 2021 at 08:39 AM  
Endorsed by Russell McIntosh (School Council President) on 21 May, 2021 at 12:12 PM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	<p>Revising our activities connected with our AIP goals:  Embed the school's instructional model and consistent approaches to the teaching and learning of literacy.  - Revisit of all reading strategies and environments that support reading via PL and learning walks inclusive of learning walks with Strathmore North were completed. Learning walks with SNPS identified in a revisit of some of the learning environments such as classroom libraries and identification of poor quality books in the classroom library and home reading collection. FPS spent approximately \$20,000 on upgrading take home readers in the F-2 area and classroom libraries in the Year 3-6 area. In addition FPS spent \$6,000 on quality mentor texts for teachers to use with teaching. This was combined with PL about what makes a quality text and how to choose and use a quality text in reading sessions.  - Individual coaching was compromised due to COVID-19 and Remote Learning.  - Teachers were provided with PL about the writer's workshop model and provided the time to embed the writer's workshop model.  - FPS teachers in the Year 1 and the team leader from Year 2 worked with Strathmore North PS Learning Specialist to build knowledge around explicit decoding teaching strategies during guided reading. They worked together every week during term 4 to achieve their personalised goals around building their knowledge of a focused mini lesson and teaching the</p>
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	<p>decoding strategies. In addition all team leaders built their leadership capacity through participation in Bastow-Local Literacy Leaders. In addition the FPS Learning Specialist-Instruction/Literacy attended Bastow Literacy Data Assessment Practice with Learning Specialist from Strathmore Nth PS.</p> <p>- Spelling inquiry led by the Literacy Lead did not occur due to the disruption of COVID-19. This has not been transferred to 2021 either but should be an area of focus that is covered via the work of Misty Adoniou with Scaffolding Literacy.</p>
<p><b>Considerations for 2021</b></p>	<p>In 2021:</p> <p>-SIP- In 2021 the SIP work will continue for 2 terms. The same teachers will continue their work with the SNPS Learning Specialist to build their practice in teaching explicit decoding strategies during guided reading. FPS has been strategic with sharing this knowledge and learning in the Early Years by moving one of the teachers to Foundation, keeping 2 teachers in Year 1 and making the Year 2 team Leader (also a participant in the SIP work) an Early Years team leader. In 2021 the F-2 Year levels will work and plan as a vertical collaborative learning team and thus allow this learning to continue to be an area of focus.</p> <p>- FPS will continue to build the quality of texts for students to read. A priority will be the Year F-2 classroom libraries and building the amount of books that support the teaching of decodable strategies eg phonics targeted readers.</p> <p>-Teachers will continue to embed with fidelity the agreed upon instructional model and consistent approaches to the teaching and learning in each of the domains of numeracy, literacy and writing.</p> <p>-Teachers will strengthen professional practice in the use of HITS - feedback, goal setting and explicit teaching, through coaching, peer observation and feedback .</p> <p>-Teachers will continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.</p> <p>-FPS will set explicit expectations and promote inclusion by fully implementing SWPBS, Respectful Relationships and build their understanding of cultural inclusion via targeted PL.</p> <p>-FPS will empower students by strengthening their voice in the school and their learning via targeted goal setting during conferencing and inclusion in other activities such as curriculum planning and the Grounds Master Plan.</p>
<p><b>Documents that support this plan</b></p>	<p>2020 Parent Opinion Survey.pdf (0.07 MB)  2020 Student Attitudes to School Survey Results_24-11-2020.pdf (0.06 MB)  2020 Vision.Revised.docx (0.02 MB)  GANAG.pdf (0.35 MB)  prof scales.pdf (0.6 MB)  Reading Workshop FINAL.pdf (0.4 MB)</p>

Writing Workshop FINAL.pdf (0.38 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	<p>Support for the 2021 Priorities</p> <p>A student tutor will be employed in a part time capacity supporting all staff and students.</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Empowering students and building school pride	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Setting expectations and promoting inclusion	Connected schools priority
<b>Goal 2</b>	To improve student learning growth and achievement in Numeracy and Literacy, with a particular focus on writing.
<b>Target 2.1</b>	<p><b>NAPLAN:</b></p> <p>By 2021:</p>

- The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy:

- Grammar and Punctuation: 75%
- Reading: 75%
- Spelling: 80%
- Writing: 75%
- Numeracy: 75%

	2017	2018	2019	2020	2021
Reading	62%	65%	69%	72%	75%
Writing	57%	61%	65%	70%	75%
Spelling	63%	67%	72%	76%	80%
Grammar and Punctuation	40%	49%	57%	66%	75%
Numeracy	53%	59%	65%	71%	75%

- The proportion of Year 5 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy
- Grammar and Punctuation: 40%
- Reading: 55%

- Spelling: 45%
- Writing: 40%
- Numeracy: 45%
- The proportion of students achieving high or medium NAPLAN relative learning growth will be 85% for all domains of literacy and numeracy.
- 90% of teachers will be at the embedding stage on the HITS Continuum of Practice.

	2017	2018	2019	2020	2021
Reading	49%	50%	51%	53%	55%
Writing	21%	26%	31%	36%	40%
Spelling	35%	37%	40%	43%	45%
Grammar and Punctuation	35%	36%	38%	39%	40%
Numeracy	41%	42%	43%	44%	45%

### 2020

#### Year 3

The proportion of Year 3 students achieving in the top two NAPLAN bands for writing will increase...

Writing:75%

#### Year 5

The proportion of Year 5 students achieving in the top two NAPLAN bands for writing will increase...



	<p>Writing:40%</p> <p>The proportion of students achieving high or medium NAPLAN relative learning growth will be 80% for writing with a particular focus on high growth data.</p>
<p><b>Key Improvement Strategy 2.a</b> Building practice excellence</p>	<p>Embed the school's instructional models and consistent approaches to the teaching and learning of literacy.</p>
<p><b>Key Improvement Strategy 2.b</b> Building practice excellence</p>	<p>FPS teachers will continue to implement HITS in their planning and teaching.</p>
<p><b>Key Improvement Strategy 2.c</b> Building practice excellence</p>	<p>Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS)- feedback, goal setting and explicit teaching.</p>
<p><b>Key Improvement Strategy 2.d</b> Building practice excellence</p>	<p>Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.</p>
<p><b>Goal 3</b></p>	<p>To develop the school as a positive and supportive learning community.</p>
<p><b>Target 3.1</b></p>	<p><b>School Staff Survey:</b></p> <p>By 2021, school mean scores (Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:</p> <ul style="list-style-type: none"> <li>Academic Emphasis 77.00</li> </ul>

- Collective Efficacy 80.00
- Collective Responsibility 86.00

	2017	2018	2019	2020	2021
<b>Academic Emphasis</b>	63%	67%	71%	74%	77%
<b>Collective Efficacy</b>	75%	77%	78%	79%	80%
<b>Collective Responsibility</b>	89%	91%	93%	95%	98%

### **Parent Opinion Survey:**

By 2021, the proportion of parents giving positive endorsement on the following factors in the PO Survey will be:

- High expectations for success 87%
- Student motivation and support 78%
- confidence and resiliency skills 85%

	2017	2018	2019	2020	2021
<b>High Expectations for Success</b>	83%	84%	85%	86%	87%
<b>Student Motivation and Support</b>	68%	70%	73%	75%	78%

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<p><b>Key Improvement Strategy 3.a</b> Building leadership teams</p>	<p>Continue to develop and build distributed leadership models that positively impacts, monitors and improves student achievement and teacher practice .</p>						
<p><b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion</p>	<p>Set expectations and promote inclusion by fully implementing SWPBS and Respectful Relationships.</p>						
<p><b>Key Improvement Strategy 3.c</b></p>	<p>Build students' understanding of how using their voice in an authentic capacity can have positive impact in their school and their learning.</p>						

Empowering students and building school pride																																			
<b>Goal 4</b>	To strengthen students' intellectual engagement and self-awareness.																																		
<b>Target 4.1</b>	<p><b>Attitude to school survey:</b></p> <p>By 2021, the Overall Primary % Positive will be:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning 82%</li> <li>• Learning Confidence 88%</li> <li>• Self-Regulation and Goal Setting 92%</li> <li>• Motivation and Interest 80%</li> </ul> <table border="1" data-bbox="539 943 1919 1327"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td><b>Stimulated Learning</b></td> <td>75%</td> <td>78%</td> <td>82%</td> <td>85%</td> <td>89%</td> </tr> <tr> <td><b>Learning Confidence</b></td> <td>79%</td> <td>81%</td> <td>83%</td> <td>85%</td> <td>88%</td> </tr> <tr> <td><b>Self regulation &amp; Goal Setting</b></td> <td>85%</td> <td>87%</td> <td>88%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td><b>Motivation &amp; Interest</b></td> <td>79%</td> <td>81%</td> <td>83%</td> <td>85%</td> <td>88%</td> </tr> </tbody> </table>						2017	2018	2019	2020	2021	<b>Stimulated Learning</b>	75%	78%	82%	85%	89%	<b>Learning Confidence</b>	79%	81%	83%	85%	88%	<b>Self regulation &amp; Goal Setting</b>	85%	87%	88%	90%	92%	<b>Motivation &amp; Interest</b>	79%	81%	83%	85%	88%
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By 2021, the percentage of parents giving positive endorsement of the following factors:

- Stimulating Learning Environment 78%
- Student Agency and Voice 78%

	2017	2018	2019	2020	2021
Stimulating Learning Environment	67%	70%	73%	75%	78%
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By 2021, the school's mean number of days absent, for Prep-Year 6 combined, will be no more than the State mean.

<p><b>Key Improvement Strategy</b> <b>4.a</b> Intellectual engagement and self-awareness</p>	<p>Develop consistent evidence based classroom environments and teaching pedagogies that support students' learning independence so that students can...</p> <ul style="list-style-type: none"><li>-Identify their learning goals</li><li>-Articulate their learning goals</li><li>-Know how to achieve their learning goals</li><li>-Evaluate their learning goals</li><li>-Celebrate their successes</li></ul>
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## 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	<p>Support for the 2021 Priorities</p> <p>A student tutor will be employed in a part time capacity supporting all staff and students.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>A tutor specialising in Literacy and Literacy Intervention will be employed to support staff and students. The targets as outlined in Goals 2 to 4 will be achieved.</p>
To improve student learning growth and achievement in Numeracy	Yes	<p><b>NAPLAN:</b></p> <p>By 2021:</p>	<p>Maintaining top 2 bands of year 5 students in reading and writing from</p>

and Literacy, with a particular focus on writing.

The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy:

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- o Grammar and Punctuation: 40%
- o Reading: 55%

2018 -2021.

Reading:  
1. 2021 100% of matched cohort maintained in top 2 bands for reading in yr 5. 2019 yr 3 (60%) in the top 2 bands ( 27)

2. 2021 Increase top 2 bands in reading for yr 3 to 75% (from 60% in 2019) Reduce the bottom 2 bands from 11% to 8%. in yr 3.

Writing:  
1. 2021 100% of matched cohort maintained in top 2 bands for writing in



- Spelling: 45%
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2.2021  
Increase top  
2 bands in  
writing for yr  
3 to 75%  
2021  
Increase top  
2 bands in  
writing for yr  
5 to 40%  
Decrease the  
bottom 2  
bands from  
19% to 9% in  
year 5

NAPLAN  
Benchmark  
Growth:  
Reading:  
Yr 5 reading-  
23% 2019 to  
30% 2021  
above  
expected  
growth  
Yr 5  
Reading-  
26% 2019 to  
10% 2021  
below

		<p>The proportion of students achieving high or medium NAPLAN relative learning growth will be 80% for writing with a particular focus on high growth data.</p>	<p>expected growth</p> <p>Writing: Yr 5 Writing- 12% 2019 to 30% 2021 above expected growth Yr 5 Writing- 42% 2019 to 20% 2021 below expected growth</p> <p>Teacher Judgement: Reading: Increase above age expected level Teacher Judgement in yr 3 from 27% to 60% Increase above age expected level Teacher Judgement in yr 5 from 28% to 40%</p> <p>Writing: Increase</p>
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To develop the school as a positive and supportive	Yes	<b>School Staff Survey:</b>	That staff will indicate an increase in positive responses to

learning community.

By 2021, school mean scores (Principal/Teacher) for the following components of the SS Survey, School Climate Module, will be at least:

- Academic Emphasis 77.00
- Collective Efficacy 80.00
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academic emphasis from 66% in 2020 to 80% in 2021.

That staff will indicate an increase in collective efficacy from 77% in 2020 to 90% in 2021.

That staff will indicate an increase in collective responsibility from 95% in 2020 to 98% in 2021.

That the parent opinion survey will indicate an increase in student motivation and support from 76% in 2020 to 78% in 2021.

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To strengthen students' intellectual engagement	No	<p data-bbox="488 1228 896 1268"><b>Attitude to school survey:</b></p> <p data-bbox="488 1316 1232 1356">By 2021, the Overall Primary % Positive will be:</p>																			

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- Stimulated Learning 82%
- Learning Confidence 88%
- Self-Regulation and Goal Setting 92%
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	A tutor specialising in Literacy and Literacy Intervention will be employed to support staff and students. The targets as outlined in Goals 2 to 4 will be achieved.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Empowering students and building school pride	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Setting expectations and promoting inclusion	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	To improve student learning growth and achievement in Numeracy and Literacy, with a particular focus on writing.	
<b>12 Month Target 2.1</b>	<p>Maintaining top 2 bands of year 5 students in reading and writing from 2018 -2021.</p> <p>Reading:</p> <p>1. 2021 100% of matched cohort maintained in top 2 bands for reading in yr 5. 2019 yr 3 (60%) in the top 2 bands ( 27)</p> <p>2. 2021 Increase top 2 bands in reading for yr 3 to 75% (from 60% in 2019) Reduce the bottom 2 bands from 11% to 8%. in yr 3.</p> <p>Writing:</p> <p>1. 2021 100% of matched cohort maintained in top 2 bands for writing in yr 5. 2019 yr 3 75% in the top 2 bands (27 students)</p> <p>2.2021 Increase top 2 bands in writing for yr 3 to 75%</p>	



	<p>2021 Increase top 2 bands in writing for yr 5 to 40% Decrease the bottom 2 bands from 19% to 9% in year 5</p> <p>NAPLAN Benchmark Growth: Reading: Yr 5 reading- 23% 2019 to 30% 2021 above expected growth Yr 5 Reading- 26% 2019 to 10% 2021 below expected growth</p> <p>Writing: Yr 5 Writing- 12% 2019 to 30% 2021 above expected growth Yr 5 Writing- 42% 2019 to 20% 2021 below expected growth</p> <p>Teacher Judgement: Reading: Increase above age expected level Teacher Judgement in yr 3 from 27% to 60% Increase above age expected level Teacher Judgement in yr 5 from 28% to 40%</p> <p>Writing: Increase above age expected level Teacher Judgement in yr 3 from 5% to 30% Increase above age expected level Teacher Judgement in yr 5 from 31% to 40%</p> <p>Number and Algebra: Increase above age expected level Teacher Judgement in yr 3 from 14% to 30% Increase above age expected level Teacher Judgement in yr 5 from 13% to 30%</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building practice excellence	Embed the school's instructional models and consistent approaches to the teaching and learning of literacy.	Yes
<b>KIS 2</b> Building practice excellence	FPS teachers will continue to implement HITS in their planning and teaching.	No

<b>KIS 3</b> Building practice excellence	Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS)- feedback, goal setting and explicit teaching.	Yes
<b>KIS 4</b> Building practice excellence	Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.	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.	FPS will continue to embed our work in this area so as to refine and evaluate the practices and their consistency and fidelity of implementation across the school. Our self evaluation and staff survey results reveal that some great work has been achieved in this area. Further work around consistency and fidelity remains to embed instructional practices, feedback, peer observation and to build teacher capacity and confidence in monitoring and evaluating data across the school. FPS will commence 2021 with a revisit of our Reading practices for the first part of Term One and then continue with our inquiry into writing with a focus on the work of Misty Adoniou- Scaffolding Literacy.	
<b>Goal 3</b>	To develop the school as a positive and supportive learning community.	
<b>12 Month Target 3.1</b>	<p>That staff will indicate an increase in positive responses to academic emphasis from 66% in 2020 to 80% in 2021.</p> <p>That staff will indicate an increase in collective efficacy from 77% in 2020 to 90% in 2021.</p> <p>That staff will indicate an increase in collective responsibility from 95% in 2020 to 98% in 2021.</p> <p>That the parent opinion survey will indicate an increase in student motivation and support from 76% in 2020 to 78% in 2021.</p> <p>That ATOSS will indicate an increase in teacher student relations- Teacher Concern from 72% in 2020 to 85% in 2021.</p> <p>That ATOSS will indicate an increase in Social Engagement- Student voice &amp; agency from 72% in 2020 to 85% in 2021.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building leadership teams	Continue to develop and build distributed leadership models that positively impacts, monitors and improves student achievement and teacher practice .	No

<p><b>KIS 2</b> Setting expectations and promoting inclusion</p>	<p>Set expectations and promote inclusion by fully implementing SWPBS and Respectful Relationships.</p>	<p>Yes</p>
<p><b>KIS 3</b> Empowering students and building school pride</p>	<p>Build students' understanding of how using their voice in an authentic capacity can have positive impact in their school and their learning.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>FPS has continued to be a part of the DET SWPB initiative and working with the DET consultant. In 2020 FPS did not have a lot of communication with the consultant. In 2021 FPS will further embed its work with teachers around practices and mindsets that build deeper relationships with students. Our SWPB work will also deepen as we commence Respectful Relationships with DET in 2021. Again, due to COVID-19 this work was put on hold in 2020.</p> <p>In 2021 a distributed leadership team was supported by role descriptions for all roles and targeted professional learning to build the capacity of both student and middle level teacher leadership such as the Literacy Leaders PL offered through Bastow. Aspirant leaders were supported with leadership roles and opportunities such as the Student Representative Coordinator, Occupational Health &amp; Safety, Mentoring &amp; VIT Coordinator and the High Ability Practitioner role.</p> <p>Student Leadership continues to be supported through the SRC and student leaders.</p> <p>Results from the 2020 ATOSS survey indicate that targeted activities to support students voice and agency need to continue in 2021.</p> <p><b>SOCIAL ENGAGEMENT</b> % Positive School Connectedness (Sense of belonging) 77% I am happy to be at this school* 83% I like this school* 82% I feel like I belong at this school* 78% I look forward to going to school 69% I feel proud about being a student at this school 72% Student voice and agency 65% At this school, I help decide things like class activities or rules 61% I have a say in the things I learn 63% My teacher likes my ideas 66% I am encouraged to share my ideas / my teacher thinks my ideas are good* 70%</p>	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	A tutor specialising in Literacy and Literacy Intervention will be employed to support staff and students. The targets as outlined in Goals 2 to 4 will be achieved.
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority
<b>Actions</b>	<p>Establishing a whole school approach and implementation of the tutoring program.</p> <p>Collaborative Learning Teams will work in vertical structures to ensure that all students who require support and catch up can be supported/extended.</p> <p>Build data literacy of all staff to monitor and assess student learning growth.</p>
<b>Outcomes</b>	<p>The changes in knowledge, skills and behaviours :</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Tracking and monitoring. The Teaching &amp; Learning team will oversee and track the work of the tutors and student outcomes and assist in identifying and establishing intervention / small group programs.</li> <li>-Allocating resources. A timetable that prioritises adequate planning time for all staff to ensure they have opportunity to meet in CLTs to plan, track data and participate in their professional learning and for tutors to attend this frequently.</li> <li>- Plan and deliver a meeting schedule that delivers Professional Learning for teachers, tutors and ES staff.</li> <li>- Purchase required resources so as implement the program/s identified eg. quality texts, decodable readers.</li> <li>- Use of Equity money and other SRP funds to support the catch up program across the whole year.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Articulate their role in the tutoring program.</li> <li>- Confidently and accurately identify student learning needs of their students.</li> <li>- Consistently and explicitly implement the school's instructional models.</li> </ul>

	<ul style="list-style-type: none"> <li>- Provide regular feedback and monitor student progress.</li> <li>- Provide students with the opportunity to work at their level using differentiated resources.</li> <li>- Regularly engage with the Assistant Principal, Tutor/s and intervention staff for feedback on student growth.</li> <li>- Identify students in need of extra targeted academic support or intervention.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Know what their next steps are to progress their learning.</li> <li>- Be able to articulate their learning goals and have the right resources - eg. books to assist them to achieve their goals.</li> <li>- Experience success and celebrate the acquisition of knowledge.</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- All staff, students and community will be clear of the purpose of the tutoring program.</li> <li>-Parents and carers will be provided with opportunities on how to support their child with learning at home.</li> <li>-Parents and carers will be aware of their child's' learning goals.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Success Indicators for Leaders for the outcomes above include:</p> <ul style="list-style-type: none"> <li>- Whole school data indicating student progress.</li> <li>- Documentation of students in the tutor/intervention program, tracking and progress made.</li> <li>-Assessment schedule and moderation of data.</li> </ul> <p>Success Indicators for Teachers for the outcomes above include:</p> <ul style="list-style-type: none"> <li>- Differentiated curriculum documents and evidence of student learning at different levels.</li> <li>- Weekly planning documents reflecting small group explicit teaching and differentiation.</li> <li>- Teacher records, observations and feedback of student progress.</li> </ul> <p>Success Indicators for Students include:</p> <ul style="list-style-type: none"> <li>- Assessment data and student surveys from intervention/tutor groups indicating growth.</li> <li>- 12 months growth as measured by proficiency scales and other assessments for all students.</li> <li>-Students exiting the tutoring cycles demonstrating growth.</li> <li>-Students articulating and knowing how to achieve their learning goals.</li> </ul> <p>Success Indicators for Community include:</p> <ul style="list-style-type: none"> <li>-An understanding of what the Tutoring program entails.</li> <li>-Communications about the program and the learning if their child is in the program.</li> <li>-Understanding of what their child's learning goals are and how they can support their child.</li> <li>-Expectations of what is required to be in the program such as attendance everyday.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Employ a teacher tutor Establishment and delivery of teacher tutor program. Documentation and tracking of student outcomes. Timetable that strategically delivers time allocation so that we can achieve our goals. School structure enables vertical teams to support students at their point of need. Provide Professional Learning opportunities to develop teacher practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input type="checkbox"/> Equity funding will be used
<p>Professional Learning Community will work with Strathmore North Primary School as a School Improvement Partnership to build literacy practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00  <input type="checkbox"/> Equity funding will be used
<p>Teaching and Learning Team and Collaborative Team Leaders will attend Professional Learning such as Bastow LDAP and Leading Literacy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,000.00  <input type="checkbox"/> Equity funding will be used
<p>All staff will conference with students to establish individual learning goals.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Team Leader(s)			
<b>KIS 2</b> Empowering students and building school pride	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Student Wellbeing and Engagement Learning Specialist will lead a whole school approach and focus on building and supporting a happy, active and healthy community .</p> <p>To fully embed zones of regulation and school wide positive behaviour programs.</p> <p>To launch the Respectful Relationships program.</p> <p>Continue to collaborate with the Flemington Education Plan to build priorities and initiatives that support community wellbeing.</p>			
<b>Outcomes</b>	<p>We expect to see the following outcomes and changes in knowledge, skills or behaviours:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Communicate our FPS wellbeing whole school approach.</li> <li>- Continue to prioritise wellbeing as a whole school priority.</li> <li>- Include students as a part of the School Wide Positive Behaviour Team.</li> <li>- SWPB monitoring processes are communicated and visible.</li> <li>- Facilitate the organisation of additional supports such as social groups, therapies, additional supports and clubs to support positive student interactions a behaviour.</li> <li>- Engage with SSSO support services for at risk students.</li> <li>-Continue to engage with initiatives and actions as defined by the FEP.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Model and be consistent in following agreed wellbeing routines/procedures in line with SWPB and Respectful Relationships.</li> <li>- Identify at-risk students to receive targeted wellbeing support in a timely manner.</li> <li>- Create and implement ILPs in accordance with school guidelines.</li> <li>- Implement with fidelity the Respectful Relationships, SWPB and Zones of Regulation curriculum.</li> </ul>			



	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Where appropriate, receive individualised support with regular monitoring and student support group meetings with parents.</li> <li>- Where appropriate, receive regular communication and support from the school to their families.</li> <li>- Build understanding and knowledge of how to be respectful to all and build an appreciation of diversity.</li> <li>- Continue to learn how to be resilient and to regulate their emotions using the language of SWPB, RR and the Zones of Regulation.</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Success Indicators for Leaders for the outcomes above include:</p> <ul style="list-style-type: none"> <li>- Whole school data growth in the Student Attitudes to School survey especially in the area of respect for diversity.</li> <li>- Continue to monitor staff wellbeing via termly surveys.</li> <li>- Continue to work with the Flemington Education Plan to develop wellbeing priorities.</li> </ul> <p>Success Indicators for Teachers for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>- Relevant indicators in the Staff School Survey especially in the area of staff mental and physical wellbeing.</li> <li>- Check ins in CLTs to demonstrate and minute staff positive wellbeing.</li> <li>- Planning documentation indicates implementation of SWPB, zones of regulations and respectful relationships.</li> <li>- Compass chronicle entries of student attitude/behaviour will be monitored.</li> </ul> <p>Success Indicators for Students could include:</p> <ul style="list-style-type: none"> <li>- Feedback from the Student Attitudes to School Survey.</li> <li>- Appropriation of the language and behaviours associated with SWPB, zones of regulation and respectful relationships.</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>
<ul style="list-style-type: none"> <li>- Employment of full time Learning Specialist- Wellbeing/Engagement</li> <li>- Development of additional supports such as social skills, therapy dogs, Art therapy, Breakfast Club etc</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$150,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>- Implementation of SWPB and Respectful Relationships program, including learning forums for staff, students and families.  - Participation in Flemington Education Plan.  - Participation in cultural inclusion professional learning.</p> <p>Continue in FEP- with a focus on cultural inclusion.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>			
<p><b>KIS 3</b>  Setting expectations and promoting inclusion</p>	<p>Connected schools priority</p>			
<p><b>Actions</b></p>	<p>Embed a school-wide approach to inclusive and respectful communication and understanding at FPS.</p> <p>Build and strengthen knowledge around cultural inclusion and inclusive practices.</p> <p>Connect and strengthen FPS community links.</p>			
<p><b>Outcomes</b></p>	<p>We expect to see the following outcomes and changes in knowledge, skills or behaviours...</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Deepen their understanding and knowledge of Cultural Inclusion and how to support a respectful understanding of this within the FPS community.</li> <li>-Build their own and staff understanding around how to connect with community.</li> <li>-Continue to provide opportunities for the FPS PLC and community to deepen their understanding and practice of SWPB so as to contribute to a respectful and safe school for the whole school community.</li> <li>-Continue to explore different ways of communicating with the FPS community that are inclusive and accessible to all.</li> <li>-Collaborate with school council sub committees and community to ensure sound planning and the future vision for the grounds of FPS.</li> <li>-Communications sub committee to continue to pursue culturally inclusive and respectful practices of communication.</li> </ul>			

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Build their understanding of cultural inclusion and how to cater for this in their teaching and social interactions with our community.</li> <li>-Engage in professional learning and deepen understanding relating to cultural inclusion and connecting communities plus the specific needs of marginalized communities in Flemington.</li> <li>-Deepen understanding of SWPB.</li> <li>-Participate in Respectful Relationships training.</li> <li>-Know how to support and foster positive and inclusive home/school partnerships.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Participate in restorative conversations.</li> <li>-Participate in some of the planning for the grounds master plan.</li> <li>-Develop understanding of Respectful Relationships &amp; cultural diversity of FPS.</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>-Access and understand school communication channels.</li> <li>-Build an understanding of the diverse nature of FPS.</li> <li>-Parent Opinion Survey will demonstrate an increased connection to school.</li> <li>-Participate in sub committees and school community activities.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Success Indicators for Leaders for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Build their understanding of what is cultural inclusion and be able to share and facilitate this understanding with students, teachers and our community.</li> <li>-Ensure that the FPS curriculum, communications and processes are culturally inclusive and respectful.</li> <li>- Communications Sub Committee, Buildings and Grounds plus School Council meeting minutes and action plan to reflect the priorities in the AIP.</li> <li>- The continued creation of a safe, supportive and inclusive environment as supported in staff and student opinion data.</li> <li>- Facilitate forums with parents/caregivers to support with understanding of SWPB, Respectful Relationships and how to support their child with learning.</li> <li>- Continue to work/support the African Community Liaison with implementation of VACAP initiatives eg African homework club.</li> <li>-Utilise the DET resources "Connecting with communities".</li> </ul> <p>Success Indicators for Teachers for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>- Build knowledge and understanding of cultural inclusion and unique needs of our Flemington community.</li> <li>-Participation and exploration of "connecting with communities" DET resources to build knowledge and understanding.</li> </ul>

	<p>- Improved and culturally inclusive home/school communications.</p> <p>Success Indicators for Students could include:</p> <ul style="list-style-type: none"> <li>- Feeling pride in their school and learning via ATOSS.</li> <li>- Development of resilience and a growth mindset.</li> <li>- Development of respectful behaviours around inclusion and diversity.</li> <li>-Attendance data to improve with a particular focus on Thursdays and Fridays.</li> <li>-Students with high absenteeism to participate in Breakfast Club.</li> </ul> <p>Success Indicators for Community could include:</p> <ul style="list-style-type: none"> <li>-Access and understand school communication channels.</li> <li>-Understand and respect the diverse nature of FPS.</li> <li>-Parent Opinion Survey will demonstrate an increased connection to school.</li> <li>-Increased participation in sub committees and school community activities.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
-School Council Sub committees to reflect key priorities of AIP in meeting agendas. Supported by councillors being trained and focused on the 2021 priorities as outlined in the AIP.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Culturally inclusive communications to be developed.  Participation in cultural inclusion training.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

Participation in Respectful Relationships professional learning and training.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student learning growth and achievement in Numeracy and Literacy, with a particular focus on writing.			
<b>12 Month Target 2.1</b>	<p>Maintaining top 2 bands of year 5 students in reading and writing from 2018 -2021.</p> <p>Reading:</p> <ol style="list-style-type: none"> <li>2021 100% of matched cohort maintained in top 2 bands for reading in yr 5. 2019 yr 3 (60%) in the top 2 bands ( 27)</li> <li>2021 Increase top 2 bands in reading for yr 3 to 75% (from 60% in 2019) Reduce the bottom 2 bands from 11% to 8%. in yr 3.</li> </ol> <p>Writing:</p> <ol style="list-style-type: none"> <li>2021 100% of matched cohort maintained in top 2 bands for writing in yr 5. 2019 yr 3 75% in the top 2 bands (27 students)</li> <li>2021 Increase top 2 bands in writing for yr 3 to 75% 2021 Increase top 2 bands in writing for yr 5 to 40% Decrease the bottom 2 bands from 19% to 9% in year 5</li> </ol> <p>NAPLAN Benchmark Growth:</p> <p>Reading:</p> <p>Yr 5 reading- 23% 2019 to 30% 2021 above expected growth Yr 5 Reading- 26% 2019 to 10% 2021 below expected growth</p> <p>Writing:</p> <p>Yr 5 Writing- 12% 2019 to 30% 2021 above expected growth Yr 5 Writing- 42% 2019 to 20% 2021 below expected growth</p> <p>Teacher Judgement:</p> <p>Reading:</p> <p>Increase above age expected level Teacher Judgement in yr 3 from 27% to 60%</p>			

	<p>Increase above age expected level Teacher Judgement in yr 5 from 28% to 40%</p> <p>Writing:  Increase above age expected level Teacher Judgement in yr 3 from 5% to 30%  Increase above age expected level Teacher Judgement in yr 5 from 31% to 40%</p> <p>Number and Algebra:  Increase above age expected level Teacher Judgement in yr 3 from 14% to 30%  Increase above age expected level Teacher Judgement in yr 5 from 13% to 30%</p>
<b>KIS 1</b> Building practice excellence	Embed the school's instructional models and consistent approaches to the teaching and learning of literacy.
<b>Actions</b>	<p>Embedded and consistent use of all FPS instructional models for Reading, Writing and Numeracy.</p> <p>Consolidate staff knowledge and teaching pedagogies of literacy.</p> <p>Continue to work with the School Improvement Partnership with Strathmore North PS to design purposeful learning environments incorporating explicit teaching through intentional text selection and differentiated instruction that targets decoding strategies.</p>
<b>Outcomes</b>	<p>We expect to see the following outcomes and changes in knowledge, skills or behaviours...</p> <p>Leaders will...</p> <ul style="list-style-type: none"> <li>-Collaborate with teachers to track data and learning behaviours and goals of the Year 5 students in the top 2 bands.</li> <li>-Engage in continuous improvement of practice via targeted professional learning activities and conversations.</li> <li>-Track growth across teachers and the impact of this on students.</li> <li>-Develop and deliver PL about reading practices in the school to improve reading outcomes.</li> <li>-Be instructional leaders with Scaffolding Writing-Literacy learning and implement the professional learning of Misty Adoniou.</li> <li>-Participate in learning walks and implementation of the instructional models with fidelity.</li> </ul> <p>Teachers will...</p> <ul style="list-style-type: none"> <li>-Implement a purposeful learning environment in reading and writing.</li> <li>-Ensure that students are reading rich and just right texts matched to learning goals.</li> </ul>

	<ul style="list-style-type: none"> <li>-Choose high quality mentor texts for the reading and writing workshop instructional models.</li> <li>-Document and embed all high quality reading and writing pedagogues.</li> <li>-Engage in and experiment with professional learning from Misty Adoniou with "Scaffolding Literacy"</li> <li>-Participate in PL about instructional practices in the school to improve literacy outcomes.</li> </ul> <p>Students will...</p> <ul style="list-style-type: none"> <li>Be reading texts that are matched to their reading levels.</li> <li>Be able to articulate their reading goal and how to achieve it in relation to the text.</li> <li>Be able to demoinstrate that they have high quality texts in their book boxes of both fiction and non fiction.</li> <li>Experiment with and build their writing capacity with the Scaffolding Literacy framework.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Success Indicators for Leaders for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Tracking and monitoring of data and learning behaviours and goals of the Year 5 students in the top 2 bands.</li> <li>-Plan and deliver targeted professional learning to whole school.</li> <li>-Trackers to indicate growth of students and information to build consistency knowledge about student learning.</li> <li>-Develop and deliver PL about reading practices in the school to improve reading outcomes.</li> <li>-Be visible instructional leaders with Scaffolding Writing-Literacy learning and implement the professional learning of Dr Misty Adoniou.</li> <li>-Participation in learning walks and implementation of the instructional models with fidelity.</li> </ul> <p>Success Indicators for Teachers for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Continue to document and embed the Writer's Workshop model.</li> <li>-Use Scaffolding Literacy practices with writing.</li> <li>-Apply all reading strategies explored in SIP.</li> <li>-Participate in professional dialogue and learning around reading strategies and writing with a focus on Scaffolding Literacy and the work of Dr Misty Adoniou.</li> <li>-Document in weekly planners and observations demonstration of a greater consistency of use of the Writer's Workshop and reading strategies consistently across the school.</li> <li>-Establish learning goals in collaboration with students for Reading and Writing and be able to discuss them.</li> <li>-Reach the writing targets as stated for 2021</li> <li>-Achieve pedagogical PDP goal in writing.</li> <li>-Demonstrate knowledge about reading and writing practices via discussions, planning documents and observations.</li> </ul> <p>Success Indicators for Students for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Spend more time on task reading quality texts.</li> <li>-Self select and read a wider range, quality and quantity of texts.</li> </ul>

	-Feedback from teachers that they are more confident with text selection and why they have chosen it. -Experiment with their writing and explain their choice of words and writing style. -Show growth in reading and writing outcomes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers will continue to embed the writers workshop model with fidelity.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Revisit of all reading strategies and environments that support reading via PLCs, learning walks and individual coaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional learning with Dr Misty Adoniou- "Scaffolding Literacy".	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input type="checkbox"/> Equity funding will be used
Professional Learning Community will work with Strathmore North Primary School as a School Improvement Partnership to build literacy practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00  <input type="checkbox"/> Equity funding will be used



<b>KIS 2</b> Building practice excellence	Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS)- feedback, goal setting and explicit teaching.
<b>Actions</b>	<p>To implement a whole school approach to observations, feedback and coaching to improve practice.</p> <p>To establish a whole school approach to establishing high quality learning goals for teachers and students.</p>
<b>Outcomes</b>	<p>We expect to see the following outcomes and changes in knowledge, skills or behaviours...</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Engage in student centred coaching goals with teachers.</li> <li>-Create a culture where feedback and practice improvement is supported and valued.</li> <li>-Align strategic resources to support the implementation of coaching and observations.</li> <li>-Develop whole school documentation and monitoring of observations and feedback.</li> <li>-Create and deliver professional learning sessions that develop a consistent approach to the development of high quality learning goals.</li> <li>-Monitor and evaluate the implementation of learning goals for all staff and students.</li> <li>-Prioritise and provide opportunities to receive student feedback.</li> </ul> <p>Teachers will :</p> <ul style="list-style-type: none"> <li>-Engage in observations and receive feedback to improve practice.</li> <li>-Use Proficiency Scales to support teaching, student learning and goal setting with students.</li> <li>- Value a culture of coaching, observations and instructional rounds for improvement of teacher practice as evidenced in Staff Survey.</li> <li>-Seek and apply feedback to improve their practice.</li> <li>-Apply professional learning and the whole school approach to student goal setting.</li> <li>-Collaborate with colleagues to develop goals aligned with the FPS AIP.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Provide genuine feedback to teachers to support their learning.</li> </ul>

	<ul style="list-style-type: none"> <li>-Engage with their goals.</li> <li>-Have a voice in the goal setting process.</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Success Indicators for Leaders for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Have evidence of coaching documentation that evidences student improvement.</li> <li>-Provide families opportunities to connect and understand their childs' learning goals and what they can do to support their child at home.</li> <li>-Create a centralised location of all learning goals and a monitoring process of goals.</li> <li>-Create professional learning sessions and a meeting schedule that provides ongoing learning for staff relating to feedback and goal setting.</li> </ul> <p>Success Indicators for Teachers for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Establish high quality and targeted learning goals with their students.</li> <li>-Teachers will continue to create proficiency scales and cross check the content with year levels above and below.</li> <li>-Consistent coaching model throughout the school.</li> <li>-Teachers to identify areas of improvement and teacher growth as evidence in their PDP.</li> <li>-Teachers to record via feedback/self evaluation that they are improving in their knowledge and implementation of HITS.</li> <li>-Improvement in teaching practice via feedback and self evaluation through coaching, Principal observations, instructional rounds and peer observations.</li> <li>-Evidence of HITS in planers and teaching observations and coaching.</li> </ul> <p>Success Indicators for Students for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Have the ability to discuss their goals, how they will achieve them, what success will look like and what to do if they require support.</li> <li>-ATOSS data will demonstarte engagement with stimulating learning and student agency.</li> </ul> <p>Success Indicators for Community for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Parents/carers are aware of the learning goals of their child and how their child is progressing and how they can support their child with the goals.</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>

Teachers will participate in learning walks, receiving feedback and observations of SNPS Learning Specialist as part of SIP.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Teachers will receive feedback from principal class, coaches, students and colleagues to improve their practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers will participate in Student Centred Coaching and Peer Observations.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers will participate in Peer Observations.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.			
<b>Actions</b>	To develop the data literacy of all staff at FPS to inform student improvement practices.  To embed data inquiry cycles as a part of the PLC process/ CLT structure.			

<p><b>Outcomes</b></p>	<p>We expect to see the following outcomes and changes in knowledge, skills or behaviours...</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Implement and monitor effectiveness of the revised assessment schedule.</li> <li>-The Leadership Team to engage in professional learning in relation to evaluating impact.</li> <li>-Leadership will be able to evaluate impact using data sources as evidence.</li> <li>-Build their knowledge of data use and impact to improve student learning outcomes.</li> <li>-Track and monitor students identified in the top 2 bands year 5 of NAPLAN Reading and to retain them at or above expected level.</li> <li>-Track and monitor students identified by equity data and to focus on response to intervention to improve learning growth.</li> </ul> <p>Teachers will :</p> <ul style="list-style-type: none"> <li>-Collaborative Teams to discuss data on a weekly basis through the FPS Learning Cycle.</li> <li>-Use data walls to support identification of students with low growth or requiring interventions/extensions.</li> <li>-Use data walls to track and target medium to high growth in Reading, Numeracy and Writing.</li> <li>-Improve consistency between NAPLAN and teacher judgement.</li> <li>-Use the data wall to track student growth and identify students in the top 2 bands.</li> <li>-Use data to differentiate teaching.</li> <li>-Track and monitor students identified in the top 2 bands year 5 of NAPLAN Reading and to retain them at or above expected level.</li> <li>-Track and monitor students identified by equity data and to focus on response to intervention to improve learning growth.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Success Indicators for Leaders for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Documents that track high quality goals for all students from year to year.</li> <li>-CTL minutes will demonstrate how leaders have been supported to build their data literacy.</li> </ul> <p>Success Indicators for Teachers for the outcomes above could include:</p> <ul style="list-style-type: none"> <li>-Track and record goals of all students.</li> <li>-CTM minutes will demonstrate dedicated time spent developing data literacy.</li> <li>-Incorporated data from the data wall to inform planning and identify response to intervention/extension.</li> <li>-Identified targets, strategies and goals for cohorts in their PDPs and SMART goals.</li> <li>-Data will demonstrate growth for students in P-6 in Numeracy, Reading and Writing.</li> </ul>

	-Maintained students in the top 2 bands for Reading having used data. -Established and monitoring high quality goals with students in reading, writing and numeracy. -Evidence of improved data alignment/triangulation between data sets.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data literacy to be developed in all staff with support of their team leader.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Assistant principal to build data literacy in team leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00  <input type="checkbox"/> Equity funding will be used
Ongoing moderation both within teams and across year levels.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
CLTs will use data regularly to track and identify students for differentiation, extension and students for Response To Intervention- Tutoring.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers will target planners and teaching to apply differentiation and leadership will monitor this via participation in coaching, planning and observations.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To develop the school as a positive and supportive learning community.			
<b>12 Month Target 3.1</b>	<p>That staff will indicate an increase in positive responses to academic emphasis from 66% in 2020 to 80% in 2021.</p> <p>That staff will indicate an increase in collective efficacy from 77% in 2020 to 90% in 2021.</p> <p>That staff will indicate an increase in collective responsibility from 95% in 2020 to 98% in 2021.</p> <p>That the parent opinion survey will indicate an increase in student motivation and support from 76% in 2020 to 78% in 2021.</p> <p>That ATOSS will indicate an increase in teacher student relations- Teacher Concern from 72% in 2020 to 85% in 2021.</p> <p>That ATOSS will indicate an increase in Social Engagement- Student voice &amp; agency from 72% in 2020 to 85% in 2021.</p>			
<b>KIS 1</b> Setting expectations and promoting inclusion	Set expectations and promote inclusion by fully implementing SWPBS and Respectful Relationships.			
<b>Actions</b>	<p>SWPB team to continue to lead SWPB processes and initiatives.</p> <p>Consistently embed processes and initiatives that create a safe and orderly environment for all.</p> <p>Using the information from the Tiered Fidelity Inventory, the SWPB team will continue to implement processes.</p> <p>Launch the SWPB characters and continue to unpack the school values via their visibility and stories to support them.</p> <p>Participation in the Respectful Relationships program.</p> <p>For all staff to use and embed Restorative Practices and conversations.</p> <p>Student input into positive reinforcements.</p> <p>Consistent implementation of the FPS behaviour Flow Chart.</p> <p>Share our practices with community so as to develop a shared understanding of all processes and pedagogies.</p>			
<b>Outcomes</b>	<p>Staff, students and community will understand what constitutes a safe and orderly learning environment.</p> <p>Staff will implement processes and routines that support a safe and orderly learning environment.</p> <p>Staff, students and community will understand the processes that support a safe and orderly learning environment.</p> <p>Staff, students and community will understand the philosophy behind SWPB.</p>			

	<p>Staff, students and community will understand what constitutes Respectful Relationships.  Staff and students will implement the practice of restorative conversations.  Staff and students will work together to create SWPB stories to compliment the SWPB value characters.</p>			
<b>Success Indicators</b>	<p>Consistent implementation by staff of processes to support SWPB.  Established roles and responsibilities of staff to support structures and actions that will support student and staff wellbeing and a safe and orderly environment.  Teams work collaboratively to identify and address issues regarding student and staff wellbeing.  Community forums and information to parents/carers to identify strategies to improve student wellbeing.  Improvement in data from ATOSS, POS and School Staff surveys.  Collaborative Learning Team meetings will regularly discuss SWPB and wellbeing needs.  Accomplishments of students and staff will be acknowledged and celebrated.  Processes from the SWPB team will be implemented across the school to support a safe and orderly learning environment.  Consistent implementation of the FPS behaviour Flow Chart.  Staff, students and community will understand what constitutes Respectful Relationships.  Staff and students will implement the practice of restorative conversations.  Staff and students will work together to create SWPB stories to compliment the SWPB value characters.  Data in the School Staff Survey and ATOSS to show improvement.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Learning Specialist-Wellbeing/Engagement will lead SWPB team to continue to develop and build processes to support SWPB	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
All teachers will work with students to embed a safe and orderly environment and revisit expectations with students every term.	<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
All teams will dedicate time every week to explicitly teach SWPB, zones of regulations, restorative practices and respectful relationships.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Community forums and fortnightly articles in the newsletter to support parents/carers and community with implementation of SWPB, zones of regulations, restorative practices and respectful relationships.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
All teams will spend time in their weekly meetings addressing the wellbeing needs of their students and incorporating SWPB, zones of regulations, restorative practices and respectful relationships in their planning and teaching. The Leanig Specialsit-Wellbeing/Engagement will support teams.	<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
<b>KIS 2</b> Empowering students and building school pride	Build students' understanding of how using their voice in an authentic capacity can have positive impact in their school and their learning.			
<b>Actions</b>	Students and teachers will understand and value student-teacher collaboration with teaching and learning.  Development of whole school vision for student voice and agency at FPS.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Document whole school vision for student voice.</li> <li>-Support and encourage PL around student voice.</li> <li>-Ensure that student voice is represented and encourage and valued in all curriculum planning and school activities.</li> <li>-Model how to incorporate and facilitate student voice.</li> <li>-Build their understanding of student voice via professional learning with the Quaglia Institute.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Understand the importance of student voice and agency.</li> <li>-Incorporate student voice to empower student learning independence.</li> <li>-Document student voice as a part of unit planning.</li> </ul>			



	<ul style="list-style-type: none"> <li>-Demonstrate and showcase for students and community how student voice is incorporated.</li> <li>-Participate in PL regarding student voice.</li> <li>-Incorporate agreed upon whole school actions as a part of their practice.</li> <li>-Understand that student voice has an impact upon student learning outcomes.</li> <li>-Use student input so that students are an integrated partner in the learning process.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Understand that their voice has a genuine impact on their learning experience at FPS.</li> <li>-Understand where their voice has resulted in change in teaching and learning and school activities.</li> <li>-Actively participate in the actions and opportunities as outlined in the school vision.</li> <li>-Participate in the creation of student voice activities.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>-See an improvement in AToSS data in the area of simulating activities and student agency.</li> <li>-Have supported and facilitated student led activities.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Documented student voice in their planners.</li> <li>-Provide students with feedback on where student voice and agency has been incorporated.</li> <li>-Increased their knowledge about student voice.</li> <li>-Provide input into the whole school vision for student voice.</li> <li>-Improved knowledge and understanding of student voice via the staff survey.</li> <li>-Seek student input into all units of work and demonstrate to students where their input has been incorporated.</li> <li>-Implement the first 20 days of learning and continue to embed good learning practices throughout the year.</li> <li>-Build their capacity in supporting students with school wide positive behaviours.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Use the vocabulary in the Zones of Regulation to support conversations about being ready to learn.</li> <li>-Demonstrate improved student voice in AToSS data.</li> <li>-Be active participants in the SWPB team.</li> <li>-Articulate how their voice has an impact in the school.</li> <li>-Articulate and utilise avenues for voicing their opinions and ideas.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPB team to continue their work with SWPB.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Include students in the SWPB team.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop the SWPB characters and relevant stories to build a deeper understanding of SWPB to be developed by students and staff.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Teams will dedicate time for student input into planning and then demonstrate to students where their input has been included.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document whole school vision for student voice.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$20,000.00	\$20,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers will target planners and teaching to apply differentiation and leadership will monitor this via participation in coaching, planning and observations.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
<b>Totals</b>			<b>\$20,000.00</b>	<b>\$20,000.00</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
<p>Employ a teacher tutor</p> <p>Establishment and delivery of teacher tutor program.</p> <p>Documentation and tracking of student outcomes.</p> <p>Timetable that strategically delivers time allocation so that we can achieve our goals.</p> <p>School structure enables vertical teams to support students at their point of need.</p> <p>Provide Professional Learning opportunities to develop teacher practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Professional Learning Community will work with Strathmore North Primary School as a School Improvement Partnership to build literacy practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1</p> <p>to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site Strathmore North PS</li> </ul>

Teaching and Learning Team and Collaborative Team Leaders will attend Professional Learning such as Bastow LDAP and Leading Literacy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow
All staff will conference with students to establish individual learning goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Employment of full time Learning Specialist-Wellbeing/Engagement - Development of additional supports such as social skills, therapy dogs, Art therapy, Breakfast Club etc	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources  Intercultural awareness and inclusion supports	<input checked="" type="checkbox"/> Off-site FEP schools

<p>- Implementation of SWPB and Respectful Relationships program, including learning forums for staff, students and families.</p> <p>- Participation in Flemington Education Plan.</p> <p>- Participation in cultural inclusion professional learning.</p> <p>Continue in FEP- with a focus on cultural inclusion.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>					
<p>-School Council Sub committees to reflect key priorities of AIP in meeting agendas. Supported by councillors being trained and focused on the 2021 priorities as outlined in the AIP.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Intercultural awareness and inclusion supports</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Culturally inclusive communications to be developed.</p> <p>Participation in cultural inclusion training.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Intercultural awareness and inclusion supports</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)					
Participation in Respectful Relationships professional learning and training.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site DET
Teachers will continue to embed the writers workshop model with fidelity.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Revisit of all reading strategies and environments that support reading via PLCs, learning walks and individual coaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site



	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)					
Professional learning with Dr Misty Adoniou- "Scaffolding Literacy".	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Misty Adoniou	<input checked="" type="checkbox"/> On-site
Professional Learning Community will work with Strathmore North Primary School as a School Improvement Partnership to build literacy practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Strathmore North PS
Teachers will participate in learning walks, receiving feedback and observations of SNPS Learning Specialist as part of SIP.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Strathmore North PS
Teachers will receive feedback from principal class, coaches, students and colleagues to improve their practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Demonstration lessons			
Teachers will participate in Student Centred Coaching and Peer Observations.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers will participate in Peer Observations.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Data literacy to be developed in all staff with support of their team leader.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Assistant principal to build data literacy in team leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Ongoing moderation both within teams and across year levels.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
CLTs will use data regularly to track and identify students for differentiation, extension and students for Response To Intervention- Tutoring.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers will target planners and teaching to apply differentiation and leadership will monitor this via participation in coaching, planning and observations.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
SWPB team to continue their work with SWPB.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Include students in the SWPB team.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop the SWPB characters and relevant stories to build a deeper understanding of SWPB to be developed by students and staff.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teams will dedicate time for student input into planning and then demonstrate to students where their input has been included.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document whole school vision for student voice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site