



2020 Annual Implementation Plan

for improving student outcomes

Coral Park Primary School (5292)

Submitted for review by Justin Thompson (School Principal) on 17 December, 2019 at 10:20 AM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 03 February, 2020 at 02:31 PM

Endorsed by Fiona Pennel (School Council President) on 12 March, 2020 at 01:59 PM

Self-evaluation Summary - 2020

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

Positive climate for learning		Empowering students and building school pride	Emerging
		Setting expectations and promoting inclusion	Emerging
		Health and wellbeing	Emerging
		Intellectual engagement and self-awareness	Emerging

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

Enter your reflective comments	Reflective comments will be added at the beginning of 2020 with staff input as we prepare for the review in 2020
Considerations for 2020	<p>Time has been allocated for staff to review and analyse the performance observation as we move towards our review in Term 2 of 2020.</p> <p>Numeracy will be major focus for 2020, with the aim of moving our whole school numeracy data out of transform. To achieve this we will focus on developing our PLC processes and creating a consistent whole school approach to teaching numeracy.</p> <p>All staff PDP's will be aligned to the AIP with whole school focus on SWPBS, PLC team and individual teachers will focus on HIT strategies linked to the Instruction Model and reading instruction. Student outcomes goals will be linked to numeracy.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning across all curriculum areas and year levels through building teacher capacity and overall school organisation.
Target 1.1	<p>80% of students to be working at within the top two and middle bands in mathematics according to teacher judgements in particular in Place value and Problem solving.</p> <p>The school will increase the number students working in the top two bands to 25 % by year 5 (Panorama report)</p> <p>80% of students to be working at or above level in literacy according to teacher judgements</p> <p>The school will increase the number students working in the top two bands to 25 % by year 5 in literacy in particular writing (Panorama report)</p> <p>Increase the number of students achieving at above 1.0 years growth annually.</p> <p>Teacher judgements will indicate students are achieving one year of growth for one year of learning</p> <p>Increase the learning growth in all NAPLAN results to similar schools mean score levels in years 3 and 5.</p> <p>All EAL students will be off the EAL reporting continuum by the end of year four if they started at CPPS in prep.</p>
Key Improvement Strategy 1.a Building practice excellence	Review school Professional Learning Teams (PLTs) and structures in order to improve role clarity and cross-school planning and use of data.
Key Improvement Strategy 1.b Curriculum planning and assessment	Continuation of the school Literacy program but prioritise Spelling, Grammar and Punctuation in school programming.

Key Improvement Strategy 1.c Curriculum planning and assessment	Fully implement the Essential Learnings across the school and prioritise Place Value and Problem Solving in Mathematics activities.
Goal 2	To maximise all levels of Student Engagement and Student Wellbeing across the school with a focus on critical thinking, creativity and inquiry teaming.
Target 2.1	<p>Student Attitudes to School Survey data in the areas of Student Engagement and Student Wellbeing to improve above the state mean and improving annually for years 4, 5 and 6 and for both the Boys and Girls cohorts. In particular classroom behavior and connectedness to peers.</p> <p>The attitudes to school survey will replicate state mean in stimulating learning.</p> <p>Collective efficacy, guaranteed viable curriculum and teacher collaboration will replicate state means in the school staff survey in the Leadership staff component.</p>
Key Improvement Strategy 2.a Vision, values and culture	Document a whole school hierarchy of student behaviour flow chart, which involves staff and students in its development.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Document a Coral Park PS Instructional Framework, which guarantees a dynamic and vibrant curriculum and consistent approach in pedagogy.
Goal 3	To communicate the Coral Park PS improvement planning to all stakeholders utilising the Framework for Improving Student Outcomes (FISO) as a reference point.
Target 3.1	<p>In the parent opinion survey, the variable general satisfaction with schools will replicate state mean for Primary Schools.</p> <p>In the school staff, survey the variable collective responsibility will replicate state mean for staff survey in the Leadership staff component.</p>

Key Improvement Strategy 3.a Building communities	Develop a communication platform for all stakeholders, which is monitored regularly.
Key Improvement Strategy 3.b Parents and carers as partners	Review all school communications based on the FISO.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning across all curriculum areas and year levels through building teacher capacity and overall school organisation.	Yes	<p>80% of students to be working at within the top two and middle bands in mathematics according to teacher judgements in particular in Place value and Problem solving.</p> <p>The school will increase the number students working in the top two bands to 25 % by year 5 (Panorama report)</p> <p>80% of students to be working at or above level in literacy according to teacher judgements</p> <p>The school will increase the number students working in the top two bands to 25 % by year 5 in literacy in particular writing (Panorama report)</p> <p>Increase the number of students achieving at above 1.0 years growth annually.</p> <p>Teacher judgements will indicate students are achieving one year of growth for one year of learning</p> <p>Increase the learning growth in all NAPLAN results to similar schools mean score levels in years 3 and 5.</p> <p>All EAL students will be off the EAL reporting continuum by the end of year four if they started at CPPS in prep.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students working in the top 2 NAPLAN bands from 23% to 27% by Year 3 in Numeracy Decrease the percentage of students working in the bottom 2 NAPLAN bands from 20% to 17% by Year 3 in Numeracy</p> <p>Increase the percentage of students working in the top 2 NAPLAN bands from 19% to 23% by Year 5 in Numeracy Decrease the percentage of students working in the bottom 2 NAPLAN bands from 31% to 28% by Year 5 in Numeracy</p> <p>Increase the percentage of students meeting or above NAPLAN benchmark growth (Years 3-5) from 57% to at least 70% in Numeracy</p> <p>Increase the % of students achieving at least 12 months growth in Number as measured by teacher judgements against the Victorian Curriculum from 72% to 80%.</p> <p>Increase the % of students achieving at least 12 months growth in reading as</p>

			measured by teacher judgements against the Victorian Curriculum from 83% to 85%.
To maximise all levels of Student Engagement and Student Wellbeing across the school with a focus on critical thinking, creativity and inquiry teaming.	Yes	<p>Student Attitudes to School Survey data in the areas of Student Engagement and Student Wellbeing to improve above the state mean and improving annually for years 4, 5 and 6 and for both the Boys and Girls cohorts. In particular classroom behavior and connectedness to peers.</p> <p>The attitudes to school survey will replicate state mean in stimulating learning.</p> <p>Collective efficacy, guaranteed viable curriculum and teacher collaboration will replicate state means in the school staff survey in the Leadership staff component.</p>	<p>Increase the % of positive endorsement in the Student Attitudes to School Survey data for years 4, 5 and 6 in the following areas: classroom behavior from 86% to 89% connectedness from 88% to 91% stimulating learning from 89% to 91%</p> <p>Increase the % of positive endorsement in the Staff Opinion Survey data in the following areas: Collective efficacy from 66% to 71% guaranteed viable curriculum from 89% to 92% teacher collaboration from 75% to 80%</p>
To communicate the Coral Park PS improvement planning to all stakeholders utilising the Framework for Improving Student Outcomes (FISO) as a reference point.	Yes	<p>In the parent opinion survey, the variable general satisfaction with schools will replicate state mean for Primary Schools.</p> <p>In the school staff, survey the variable collective responsibility will replicate state mean for staff survey in the Leadership staff component.</p>	<p>Increase the % of positive endorsement in the parent opinion survey in general school satisfaction from 79% to 82% Maintain the % of positive endorsement in the staff opinion survey in collective responsibility at 90%</p>

Goal 1	To improve student learning across all curriculum areas and year levels through building teacher capacity and overall school organisation.	
12 Month Target 1.1	<p>Increase the percentage of students working in the top 2 NAPLAN bands from 23% to 27% by Year 3 in Numeracy Decrease the percentage of students working in the bottom 2 NAPLAN bands from 20% to 17% by Year 3 in Numeracy</p> <p>Increase the percentage of students working in the top 2 NAPLAN bands from 19% to 23% by Year 5 in Numeracy Decrease the percentage of students working in the bottom 2 NAPLAN bands from 31% to 28% by Year 5 in Numeracy</p> <p>Increase the percentage of students meeting or above NAPLAN benchmark growth (Years 3-5) from 57% to at least 70% in Numeracy</p> <p>Increase the % of students achieving at least 12 months growth in Number as measured by teacher judgements against the Victorian Curriculum from 72% to 80%.</p> <p>Increase the % of students achieving at least 12 months growth in reading as measured by teacher judgements against the Victorian Curriculum from 83% to 85%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Review school Professional Learning Teams (PLTs) and structures in order to improve role clarity and cross-school planning and use of data.	No
KIS 2 Curriculum planning and assessment	Continuation of the school Literacy program but prioritise Spelling, Grammar and Punctuation in school programming.	Yes

KIS 3 Curriculum planning and assessment	Fully implement the Essential Learnings across the school and prioritise Place Value and Problem Solving in Mathematics activities.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our Panorama report indicates that our numeracy data in in Transform. We have chosen these Key improvement strategies in order to move our numeracy data out of the transform. There will be a focus on teacher practice to build capacity and consistency across the school with all staff in the area of Numeracy. Improve teacher understanding and consistent use of the numeracy proficiency strands (fluency, understanding, problem solving and reasoning) along with number talks and maintaining numeracy walls in classrooms.	
Goal 2	To maximise all levels of Student Engagement and Student Wellbeing across the school with a focus on critical thinking, creativity and inquiry teaming.	
12 Month Target 2.1	<p>Increase the % of positive endorsement in the Student Attitudes to School Survey data for years 4, 5 and 6 in the following areas:</p> <p>classroom behavior from 86% to 89%</p> <p>connectedness from 88% to 91%</p> <p>stimulating learning from 89% to 91%</p> <p>Increase the % of positive endorsement in the Staff Opinion Survey data in the following areas:</p> <p>Collective efficacy from 66% to 71%</p> <p>guaranteed viable curriculum from 89% to 92%</p> <p>teacher collaboration from 75% to 80%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Document a whole school hierarchy of student behaviour flow chart, which involves staff and students in its development.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Document a Coral Park PS Instructional Framework, which guarantees a dynamic and vibrant curriculum and consistent approach in pedagogy.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Continue on with the work that was started in 2019 as we are only half way through Essential Feature 4, out of the 7 Essential Features of SWPBS. We achieved a score of 47% on our first tiered fidelity inventory so there is still progression to make.	
Goal 3	To communicate the Coral Park PS improvement planning to all stakeholders utilising the Framework for Improving Student Outcomes (FISO) as a reference point.	
12 Month Target 3.1	Increase the % of positive endorsement in the parent opinion survey in general school satisfaction from 79% to 82% Maintain the % of positive endorsement in the staff opinion survey in collective responsibility at 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Develop a communication platform for all stakeholders, which is monitored regularly.	Yes
KIS 2 Parents and carers as partners	Review all school communications based on the FISO.	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.	KIS set in the SSP for this goal have not had sufficient focus to the actions set therefore a renewed effort will be required for this goal.	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning across all curriculum areas and year levels through building teacher capacity and overall school organisation.
12 Month Target 1.1	<p>Increase the percentage of students working in the top 2 NAPLAN bands from 23% to 27% by Year 3 in Numeracy Decrease the percentage of students working in the bottom 2 NAPLAN bands from 20% to 17% by Year 3 in Numeracy</p> <p>Increase the percentage of students working in the top 2 NAPLAN bands from 19% to 23% by Year 5 in Numeracy Decrease the percentage of students working in the bottom 2 NAPLAN bands from 31% to 28% by Year 5 in Numeracy</p> <p>Increase the percentage of students meeting or above NAPLAN benchmark growth (Years 3-5) from 57% to at least 70% in Numeracy</p> <p>Increase the % of students achieving at least 12 months growth in Number as measured by teacher judgements against the Victorian Curriculum from 72% to 80%.</p> <p>Increase the % of students achieving at least 12 months growth in reading as measured by teacher judgements against the Victorian Curriculum from 83% to 85%.</p>
KIS 1 Curriculum planning and assessment	Continuation of the school Literacy program but prioritise Spelling, Grammar and Punctuation in school programming.
Actions	Investigate what is going on in writing, grammar, spelling and punctuation in years 3-6 to identify strategies for improvement.
Outcomes	<p>School leaders will:</p> <p>Regularly examine assessment data to monitor student growth and design interventions where growth has been limited</p> <p>Have an understanding of how the teams are assessing, planning and delivering the writing program</p>

	<p>See consistency in assessments given, planning documents and curriculum delivery in line with the instructional model</p> <p>Teachers will: demonstrate confidence and consistency in using instructional approaches for writing regularly collaborate with colleagues to focus on student learning outcomes in writing use the data to develop learning sequences in literacy sessions reflect on feedback received from students, colleagues and leadership</p> <p>Students will: understand and be able to articulate their learning and progress show progress along the writing continuum set own goals for improvement</p>			
Success Indicators	<p>Improvement as measured by the FISO Continua of Practice for School Improvement (Curriculum Planning and Assessment)</p> <p>Teacher Judgement data in Writing</p> <p>NAPLAN data for years 3 & 5 in Writing</p> <p>Writing non-negotiables are followed by all teams</p> <p>Professional development sessions run for all staff targeting Writing practices</p> <p>PLC Leader's meeting minutes</p> <p>PLC Level Team meeting minutes</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use the FISO Continua of Practice for School Improvement to complete a self-evaluation in the Curriculum Planning and Assessment component to identify the proficiency level using developmental descriptors and set goals for improvement.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide ongoing Literacy Professional Learning for staff including Professional development (outside specialists), Observations, Coaching, Mentoring, Feedback, Resources, Professional Reading etc	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Literacy Learning Specialist to mentor teachers to build their capability to implement these practices.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Audit current writing assessments, planning, curriculum delivery, classroom resources and displays.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Fully implement the Essential Learnings across the school and prioritise Place Value and Problem Solving in Mathematics activities.			
Actions	To follow the 2020 Numeracy action plan Participate in the 2020 Maths Collaborative program with The Mathematical Association of Victoria (MAV) to develop whole school improvement in mathematics education using collaborative professional learning and evidence-based approaches.			
Outcomes	<p>School leaders will:</p> <ul style="list-style-type: none"> have a clear and practical focus on school improvement develop goals and implement change in a supportive environment engage with researched based methods and tools for improvement investigate and apply the tools and techniques to implement and measure improvement gain a practical understanding of the structures to support improved practice by working collaboratively within the school implement supportive and collaborative structures within teams at school. <p>Teachers will:</p> <ul style="list-style-type: none"> implement supportive and collaborative structures improve their mathematics content & content pedagogical knowledge while working collaboratively with colleagues have opportunities to network across schools, and engage in professional learning events strengthen their ability to cater for diverse ranges of student needs (differentiation) consolidate approaches to embedding the capabilities including critical and creative thinking 			

	<p>work towards greater cognitive engagement develop a deeper understanding of the maths proficiency strands and the teaching practices to support student development in mathematics.</p> <p>Students will: understand and be able to articulate their learning and progress show progress along the mathematics continuums set own goals for improvement.</p>			
Success Indicators	<p>Improvement as measured by the FISO Continua of Practice for School Improvement (Curriculum Planning and Assessment) Teacher Judgement data in Numeracy collaborative action research project NAPLAN data for years 3 & 5 in Numeracy Numeracy non-negotiables are followed by all teams Professional development sessions run for all staff targeting numeracy practices PLC Leader's meeting minutes PLC Level Team meeting minutes</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participate in the Mathematics collaborative Initiative core professional learning modules with MAV	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All teams will choose a HIT strategy as part of their PDP to develop their knowledge and skills to teach numeracy. Participate in Peer Observation process.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Numeracy Learning Specialist to mentor teachers to build their capability to implement these practices.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <input type="checkbox"/> Equity funding will be used
Provide ongoing Mathematics Professional Learning for staff including Professional development (outside specialists), Observations, Coaching, Mentoring, Feedback, Resources, Professional Reading etc	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To maximise all levels of Student Engagement and Student Wellbeing across the school with a focus on critical thinking, creativity and inquiry teaming.			
12 Month Target 2.1	Increase the % of positive endorsement in the Student Attitudes to School Survey data for years 4, 5 and 6 in the following areas: classroom behavior from 86% to 89% connectedness from 88% to 91% stimulating learning from 89% to 91% Increase the % of positive endorsement in the Staff Opinion Survey data in the following areas: Collective efficacy from 66% to 71% guaranteed viable curriculum from 89% to 92% teacher collaboration from 75% to 80%			
KIS 1 Vision, values and culture	Document a whole school hierarchy of student behaviour flow chart, which involves staff and students in its development.			
Actions	We will continue to work with the Department representative on the implementation of School Wide Positive Behaviour Support. Follow the SWPBS action plan			
Outcomes	Staff Behaviours: To be able to make the connection between SWPBS matrix and the student wellbeing and engagement policy To be able to refer to matrix visuals in all areas of the school when they are praising and acknowledging as well as reteaching expected behaviours			

	<p>To be able to recognise the importance of explicitly teaching behaviours, therefore creating and utilising lesson plans around behaviour</p> <p>Showing a collective effort in acknowledging all students throughout the school who show positive behaviours</p> <p>Have a collective understanding of minor and major incidents and their consequences when dealing with any student and recording the outcomes accurately</p>			
Success Indicators	<p>Improvement as measured by the FISO Continua of Practice for School Improvement (Vision, Values and Culture)</p> <p>Student Wellbeing & Engagement Policy with SWPBS embedded within it</p> <p>Evidence of signage around the school</p> <p>SWPBS lesson plans and annual planner</p> <p>School wide acknowledgement system</p> <p>Staff PD minutes</p> <p>Sentral minor and major incident register</p> <p>Parent opinion Survey reports</p> <p>Attitudes to School Survey results</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed SWPBS in the Student Wellbeing and Engagement Policy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Signage for school values is displayed around the school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Fortnightly values lessons in place	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop an annual planner for the teaching of expectations and rules	<input checked="" type="checkbox"/> All Staff <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 a school-wide acknowledgement system to acknowledge appropriate behaviors (to maintain a safe and orderly learning environment)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop procedures to respond to major and minor behaviours	<input checked="" type="checkbox"/> All Staff <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
Goal 3	To communicate the Coral Park PS improvement planning to all stakeholders utilising the Framework for Improving Student Outcomes (FISO) as a reference point.			
12 Month Target 3.1	Increase the % of positive endorsement in the parent opinion survey in general school satisfaction from 79% to 82% Maintain the % of positive endorsement in the staff opinion survey in collective responsibility at 90%			
KIS 1 Building communities	Develop a communication platform for all stakeholders, which is monitored regularly.			
Actions	Publish updated Sentral Continuum markers for Literacy and Numeracy Relaunch Parent Portal to provide parents with access to student achievement data, attendance and communication modules.			
Outcomes	School leaders will: provide instructions on how to access accounts and assist parents in this provide access to devices for parents without internet access			

	<p>monitor that continuum markers and attendance data is regularly updated</p> <p>Teachers will: regularly update the Sentral continuum trackers mark student attendance accurately twice a day follow up and enter absence information complete reports on Sentral that will be available to access in the parent portal</p> <p>Parents will: be able to register and log on to the updated Sentral Parent Portal be able to access update information about their child's progress and future needs be able to communicate through the digital platforms (EG booking Student Led Conferences online) be more informed on school events and procedures</p>			
Success Indicators	<p>Improvement as measured by the FISO Continua of Practice for School Improvement (Building Communities)</p> <p>To see an Increase in the General School satisfaction, Parent Participation and involvement, School Communication and Teacher Communication measures in the parent opinion survey.</p> <p>To see an increase in the number of registered users and log ins with the Sentral Parent Portal</p> <p>Sentral continuums filled in</p> <p>Parent information sessions</p> <p>Parent opinion Survey reports</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use the FISO Continua of Practice for School Improvement to complete a self-evaluation in the Building Communities component to identify the proficiency level using developmental descriptors and set goals for improvement.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Get feedback on the draft curriculum continuums (Literacy and Numeracy) and upload to Sentral for all teachers to regularly update. PD staff on how and when to update these continuums.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Update the Sentral Parent Portal to Version 2 and provide registration instructions to parents for all families, including new enrollments throughout the year. Provide log in instructions on how to access accounts for registered users.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Run parent forums to assist parents to use the Sentral Parent Portal. Provide internet and access to devices for parents to use on school grounds.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	Review all school communications based on the FISO.			
Actions	Undertake the FISO Continua of Practice for School Improvement to identify areas of practice that require attention in order to plan for and deliver improved student outcomes.			
Outcomes	School leaders and teachers will: self-assess their current practice on an improvement-focused continuum understand what improved practice looks like identify evidence to support placement on the continuum of practice focus teacher observations by providing a common instrument to locate evidence develop a shared language for describing educational practice engage in conversations about improving professional practice.			
Success Indicators	Completed FISO Continua of Practice for School Improvement with supporting evidence completed PRSE for school review Notes from focus group sessions Parent opinion Survey reports			

	Attitudes to School Survey results			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use the FISO Continua of Practice for School Improvement to complete a self-evaluation in the Parents and Carers as Partners component to identify the proficiency level using developmental descriptors and set goals for improvement.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide regular updates on website and Facebook with regards to school policies and practice.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete PRSE for school review with school community involvement. Staff, student and parent focus group sessions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$178,000.00	0.00
Additional Equity funding	\$773,327.00	\$773,327.00
Grand Total	\$951,327.00	\$773,327.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide ongoing Literacy Professional Learning for staff including Professional development (outside specialists), Observations, Coaching, Mentoring, Feedback, Resources, Professional Reading etc	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$50,000.00	\$50,000.00
Literacy Learning Specialist to mentor teachers to build their capability to implement these practices.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$18,000.00	
Participate in the Mathematics collaborative Initiative core professional learning modules with MAV	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
All teams will choose a HIT strategy as part of their PDP to develop their knowledge and skills to teach numeracy. Participate in Peer Observation process.	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00

	to: Term 4			
Provide ongoing Mathematics Professional Learning for staff including Professional development (outside specialists), Observations, Coaching, Mentoring, Feedback, Resources, Professional Reading etc	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$50,000.00	\$50,000.00
Develop a school-wide acknowledgement system to acknowledge appropriate behaviors (to maintain a safe and orderly learning environment)	from: Term 1 to: Term 4		\$10,000.00	\$10,000.00
Totals			\$178,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Psychologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$17,000.00	\$17,000.00
Speech Pathologist 3 days	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00
Speech Pathologist 1 day	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00
LLI Junior Intervention Staffing	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$37,000.00	\$37,000.00

	to: Term 4			
LLI Senior Intervention Staffing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
ICT	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$111,351.00	\$111,351.00
Art / Music	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$12,400.00	\$12,400.00
Literacy Resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$50,000.00	\$50,000.00
Numeracy Resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$50,000.00	\$50,000.00
LLI resources	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$4,000.00	\$4,000.00
Leadership Development	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$40,000.00	\$40,000.00

Science	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,000.00	\$8,000.00
Library resources (Books)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$15,000.00	\$15,000.00
Camps and Excursions subsidies	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Class Budgets (Resources for teaching) Prep to Year 6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$20,000.00	\$20,000.00
Professional Learning Library	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"/> Assets	\$10,000.00	\$10,000.00
Welfare support officer	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$89,576.00	\$89,576.00
Mathematics Intervention	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$89,000.00	\$89,000.00

Whole school reading rewards program (to encourage home reading)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Reading materials	\$20,000.00	\$20,000.00
Provide ongoing Professional Learning for staff including Observations, Coaching, Mentoring, Feedback, Resources, Professional Reading etc. in Data Literacy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$100,000.00	\$100,000.00
Leadership Development	from: Term 1 to: Term 4		\$15,000.00	\$15,000.00
Totals			\$773,327.00	\$773,327.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide ongoing Literacy Professional Learning for staff including Professional development (outside specialists), Observations, Coaching, Mentoring, Feedback, Resources, Professional Reading etc	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Literacy Learning Specialist to mentor teachers to build their capability to implement these practices.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Audit current writing assessments, planning, curriculum delivery, classroom resources and displays.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Pedagogical Model	
Participate in the Mathematics collaborative Initiative core professional learning modules with MAV	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants MAV	<input checked="" type="checkbox"/> Off-site Mathematics Association of Victoria - Offsite PD
All teams will choose a HIT strategy as part of their PDP to develop their knowledge and skills to teach numeracy. Participate in Peer Observation process.	<input checked="" type="checkbox"/> All Staff	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Numeracy Learning Specialist to mentor teachers to build their capability to implement these practices.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Provide ongoing Mathematics Professional Learning for staff including Professional development (outside specialists), Observations, Coaching, Mentoring, Feedback, Resources, Professional Reading etc	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Fortnightly values lessons in place	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Initiative	<input checked="" type="checkbox"/> On-site
Develop an annual planner for the teaching of expectations and rules	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Initiative	<input checked="" type="checkbox"/> On-site
Develop a school-wide acknowledgement system to acknowledge appropriate behaviors (to maintain a safe and orderly learning environment)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Initiative	<input checked="" type="checkbox"/> On-site
Develop procedures to respond to major and minor behaviours	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Initiative	<input checked="" type="checkbox"/> On-site

Get feedback on the draft curriculum continuums (Literacy and Numeracy) and upload to Sentral for all teachers to regularly update. PD staff on how and when to update these continuums.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Update the Sentral Parent Portal to Version 2 and provide registration instructions to parents for all families, including new enrollments throughout the year. Provide log in instructions on how to access accounts for registered users.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants Sentral advisors	<input checked="" type="checkbox"/> On-site
Run parent forums to assist parents to use the Sentral Parent Portal. Provide internet and access to devices for parents to use on school grounds.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<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"/> On-site
Provide regular updates on website and Facebook with regards to school policies and practice.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<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"/> On-site
Complete PRSE for school review with school community involvement. Staff, student and parent focus group sessions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team		<input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> External consultants Challenge partners for review TBA <input checked="" type="checkbox"/> Departmental resources SPOT	
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