

# 2021 Annual Implementation Plan

## for improving student outcomes

Kings Park Primary School (5236)



Submitted for review by Jodi Park (School Principal) on 16 December, 2020 at 10:41 AM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 17 December, 2020 at 07:47 AM  
Endorsed by Renee Pavlovic (School Council President) on 17 December, 2020 at 11:09 AM

## 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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	Emerging
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	
	Vision, values and culture	

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

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

<b>Enter your reflective comments</b>	<p>Over the period of the 2020 AIP and despite the impact of COVID and remote learning the school was able to continue to deliver on some of our AIP actions relating to literacy and numeracy and achieved some pleasing results.</p> <p>Although there were many positive results and academic growth of our students in 2020, due to a range of reasons which included some disengagement during remote learning, there are a number of students who will require continued monitoring to ensure that results and achievement levels are maintained, these students have been identified and recommended to be further supported during 2021.</p> <p>In 2020 the school achieved good results in the area of Wellbeing with a deliberate focus during Remote Learning being on building better a better partnership and communication between teachers, ES and parents around student learning progress and engagement. This resulted in an enhancement of the capacity of many parent's to better assist their child/children at home . The improved partnership and the enhanced capacity of parents to assist and be more involved in leaning will continue in 2021.</p>
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<b>Considerations for 2021</b>	See attached recommendations for tutoring/intervention in 2021
<b>Documents that support this plan</b>	2021 Intervention Grade 2.pdf (0.05 MB) 2021 Intervention Grade 3.pdf (0.07 MB) 2021 Intervention Grade 5.docx (0.01 MB) 2021 Intervention Grade 6.docx (0.01 MB) Grade 4 intervention 2021.docx (0.01 MB) Intervention recommendations gr1 2021.docx (0.01 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
Target 1.1	<p><b>Learning, catch-up and extension priority</b></p> <p><b>Reading NAPLAN</b></p> <ul style="list-style-type: none"><li>• 98% of year 3 and year 5 students will consistently achieve results above NMS in the NAPLAN Reading assessment.</li><li>• At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment [2016 83%].</li></ul> <p><b>Reading – Teacher Judgement</b></p> <ul style="list-style-type: none"><li>• 40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing [2013 -2016 range 33% - 36%].</li></ul> <p><b>NUMERACY NAPLAN</b></p> <ul style="list-style-type: none"><li>• 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment [2013 - 2016 range 17%-40%].</li><li>• 35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%].</li></ul> <p><b>Numeracy – Teacher Judgement</b></p> <ul style="list-style-type: none"><li>• 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra [2013 -2016 range 20% - 27%]</li></ul>

	<p><b>Happy, active and healthy kids priority</b></p> <p><b>STUDENT ATTITUDES TO SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Sense of confidence - increase to at least 85% (currently 77.6%)</li> </ul> <p><b>Connected schools priority</b></p> <p><b>STAFF OPINION</b></p> <ul style="list-style-type: none"> <li>• Trust in students and Parents - Increase percentage of positive responses to at or above 75% (currently 65.3%)</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Building practice excellence</p>	<p>Learning, catch-up and extension priority</p>
<p><b>Key Improvement Strategy 1.b</b> Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>
<p><b>Key Improvement Strategy 1.c</b> Building communities</p>	<p>Connected schools priority</p>
<p><b>Goal 2</b></p>	<p>Achievement Goal (Reading): To continue to improve student achievement with a continued focus on literacy and numeracy</p>
<p><b>Target 2.1</b></p>	<p><b>Reading NAPLAN</b></p>

	<ul style="list-style-type: none"> <li>• 98% of year 3 and year 5 students will consistently achieve results above NMS in the NAPLAN Reading assessment.</li> <li>• At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment [2016 83%].</li> <li>• 40% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment [2013 -2016 range 28%-40%].</li> <li>• 40% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%].</li> </ul> <p><b>Reading – Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>• 40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing [2013 -2016 range 33% - 36%].</li> <li>• 80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of Reading comprehension strategies from Prep to Year 6.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of writing from Prep to Year 6 through the use of rich, authentic texts as mentor or model texts for effective writing instruction
<b>Goal 3</b>	Achievement Goal (Numeracy): To continue to improve student achievement with a continued focus on literacy and numeracy
<b>Target 3.1</b>	<b>NUMERACY NAPLAN</b>

	<ul style="list-style-type: none"> <li>• 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment [2013 -2016 range 17%-40%].</li> <li>• 35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%].</li> </ul> <p><b>NUMERACY Maths Online Interview (MOI)</b></p> <ul style="list-style-type: none"> <li>• At least 80% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI.</li> </ul> <p><b>Numeracy – Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>• 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra [2013 -2016 range 20% - 27%].</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Building practice excellence</p>	<p>Enhance teacher instructional practice and content knowledge to improve the teaching of Numeracy strategies from F to 6.</p>
<p><b>Goal 4</b></p>	<p>To build student confidence and engagement in learning.</p>
<p><b>Target 4.1</b></p>	<p><b>STUDENT ATTITUDES TO SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Sense of confidence - increase to at least 85% (currently 77.6%)</li> <li>• High expectations for success -increase to at least 80% (currently 74.9)</li> <li>• Student voice and agency - increase to 90% (currently 83.1%)</li> </ul> <p><b>PARENT OPINION</b></p>



	<ul style="list-style-type: none"> <li>• Increase % of positive responses to at least 90% for This school has a strong relationship with the local community 80%)</li> <li>• Stimulating learning environment - maintain % of positive responses to at or above 90%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	To continue to build teacher capacity around the effective embedding of technology across the curriculum.
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	To create the conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice and agency.
<b>Goal 5</b>	To Improve students' social competencies, resilience and sense of wellbeing.
<b>Target 5.1</b>	<p><b>STUDENT ATTITUDES TO SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Resilience - Increase to 90% (currently 81.7%)</li> <li>• Attitudes to attendance - Increase to 90% (currently 82.6%)</li> </ul> <p><b>PARENT OPINION</b></p> <ul style="list-style-type: none"> <li>• Experience of bullying- Increase % of positive responses to at least 85% (currently 76%)</li> </ul> <p><b>STAFF OPINION</b></p> <ul style="list-style-type: none"> <li>• Trust in students and Parents - Increase percentage of positive responses to at or above 75% (currently 65.3%)</li> </ul>

<b>Key Improvement Strategy 5.a</b> Setting expectations and promoting inclusion	Further enhance Student Services Program to give greater emphasis to the development of healthy relationships, values and social skills.

## 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><b>Learning, catch-up and extension priority</b></p> <p><b>Reading NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 98% of year 3 and year 5 students will consistently achieve results above NMS in the NAPLAN Reading assessment.</li> <li>• At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment [2016 83%].</li> </ul> <p><b>Reading – Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>• 40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing [2013 -2016 range 33% - 36%].</li> </ul> <p><b>NUMERACY NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment [2013 - 2016 range 17%-40%].</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning, catch-up and extension priority</p> <ul style="list-style-type: none"> <li>- Maintain at least 40% of students achieving results above the expected Victorian Curriculum level in Reading and Viewing as measured by PAT Reading assessment</li> <li>-Maintain at least 35% of students achieving results above the expected Victorian Curriculum level in Number and Algebra as measured by PAT Numeracy assessment</li> <li>- 80-90% of students in Grades 3-6 involved in the intervention/tutoring program have an increased scale score of at least 9 on the PAT Reading assessment</li> <li>- 80-90% of students in Grades 1-2 involved in the intervention/tutoring program will reach individual reading level targets as measured by PM benchmarking</li> <li>- 80-90% of students in Grades 3-6 involved in the intervention/tutoring</li> </ul>

		<ul style="list-style-type: none"> <li>• 35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%].</li> </ul> <p><b>Numeracy – Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>• 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra [2013 -2016 range 20% - 27%]</li> </ul> <p><b>Happy, active and healthy kids priority</b></p> <p><b>STUDENT ATTITUDES TO SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Sense of confidence - increase to at least 85% (currently 77.6%)</li> </ul> <p><b>Connected schools priority</b></p> <p><b>STAFF OPINION</b></p> <ul style="list-style-type: none"> <li>• Trust in students and Parents - Increase percentage of positive responses to at or above 75% (currently 65.3%)</li> </ul>	<p>program have an increased scale score of at least 5 on the PAT Maths assessment</p> <p>- 80-90% of students in Grades 1-2 involved in the intervention/tutoring program will reach SMART GOAL intervention targets measured by MOI growth points</p> <p>Happy, active and healthy kids priority</p> <p>AToSS - Sense of confidence – increase to at least 95% positive endorsement (currently at 90% in 2019)</p> <p>AToSS - Teacher concern - increase to at least 90% positive endorsement (currently at 89% in 2019)</p> <p>Connected schools priority</p> <p>AToSS - Sense of confidence – increase to at least 95% positive endorsement (currently at 90% in 2019)</p> <p>Parent Opinion Survey - Parent Community Engagement - School communication - Increase % of positive responses to at least 90% (currently 87%)</p>
Achievement Goal (Reading): To continue to improve student	No	<b>Reading NAPLAN</b>	

<p>achievement with a continued focus on literacy and numeracy</p>		<ul style="list-style-type: none"> <li>• 98% of year 3 and year 5 students will consistently achieve results above NMS in the NAPLAN Reading assessment.</li> <li>• At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment [2016 83%].</li> <li>• 40% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment [2013 -2016 range 28%-40%].</li> <li>• 40% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%].</li> </ul> <p><b>Reading – Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>• 40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing [2013 -2016 range 33% - 36%].</li> <li>• 80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2.</li> </ul>	
<p>Achievement Goal (Numeracy): To continue to improve student achievement with a continued focus on literacy and numeracy</p>	<p>No</p>	<p><b>NUMERACY NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment [2013 - 2016 range 17%-40%].</li> </ul>	

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To build student confidence and engagement in learning.	No	<p><b>STUDENT ATTITUDES TO SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Sense of confidence - increase to at least 85% (currently 77.6%)</li> <li>• High expectations for success -increase to at least 80% (currently 74.9)</li> <li>• Student voice and agency - increase to 90% (currently 83.1%)</li> </ul> <p><b>PARENT OPINION</b></p> <ul style="list-style-type: none"> <li>• Increase % of positive responses to at least 90% for This school has a strong relationship with the local community 80%)</li> </ul>	

		<ul style="list-style-type: none"> <li>Stimulating learning environment - maintain % of positive responses to at or above 90%</li> </ul>	
To Improve students' social competencies, resilience and sense of wellbeing.	No	<p><b>STUDENT ATTITUDES TO SCHOOL</b></p> <ul style="list-style-type: none"> <li>Resilience - Increase to 90% (currently 81.7%)</li> <li>Attitudes to attendance - Increase to 90% (currently 82.6%)</li> </ul> <p><b>PARENT OPINION</b></p> <ul style="list-style-type: none"> <li>Experience of bullying- Increase % of positive responses to at least 85% (currently 76%)</li> </ul> <p><b>STAFF OPINION</b></p> <ul style="list-style-type: none"> <li>Trust in students and Parents - Increase percentage of positive responses to at or above 75% (currently 65.3%)</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Learning, catch-up and extension priority - Maintain at least 40% of students achieving results above the expected Victorian Curriculum level in Reading and Viewing as

	<p>measured by PAT Reading assessment</p> <p>-Maintain at least 35% of students achieving results above the expected Victorian Curriculum level in Number and Algebra as measured by PAT Numeracy assessment</p> <p>- 80-90% of students in Grades 3-6 involved in the intervention/tutoring program have an increased scale score of at least 9 on the PAT Reading assessment</p> <p>- 80-90% of students in Grades 1-2 involved in the intervention/tutoring program will reach individual reading level targets as measured by PM benchmarking</p> <p>- 80-90% of students in Grades 3-6 involved in the intervention/tutoring program have an increased scale score of at least 5 on the PAT Maths assessment</p> <p>- 80-90% of students in Grades 1-2 involved in the intervention/tutoring program will reach SMART GOAL intervention targets measured by MOI growth points</p> <p>Happy, active and healthy kids priority</p> <p>AToSS - Sense of confidence – increase to at least 95% positive endorsement (currently at 90% in 2019)</p> <p>AToSS - Teacher concern - increase to at least 90% positive endorsement (currently at 89% in 2019)</p> <p>Connected schools priority</p> <p>AToSS - Sense of confidence – increase to at least 95% positive endorsement (currently at 90% in 2019)</p> <p>Parent Opinion Survey - Parent Community Engagement - School communication - Increase % of positive responses to at least 90% (currently 87%)</p>	
<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>	Happy, active and healthy kids priority	Yes



Health and wellbeing		
<b>KIS 3</b> Building communities	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.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning, catch-up and extension priority</p> <ul style="list-style-type: none"> <li>- Maintain at least 40% of students achieving results above the expected Victorian Curriculum level in Reading and Viewing as measured by PAT Reading assessment</li> <li>-Maintain at least 35% of students achieving results above the expected Victorian Curriculum level in Number and Algebra as measured by PAT Numeracy assessment</li> <li>- 80-90% of students in Grades 3-6 involved in the intervention/tutoring program have an increased scale score of at least 9 on the PAT Reading assessment</li> <li>- 80-90% of students in Grades 1-2 involved in the intervention/tutoring program will reach individual reading level targets as measured by PM benchmarking</li> <li>- 80-90% of students in Grades 3-6 involved in the intervention/tutoring program have an increased scale score of at least 5 on the PAT Maths assessment</li> <li>- 80-90% of students in Grades 1-2 involved in the intervention/tutoring program will reach SMART GOAL intervention targets measured by MOI growth points</li> </ul> <p>Happy, active and healthy kids priority</p> <p>AToSS - Sense of confidence – increase to at least 95% positive endorsement (currently at 90% in 2019)          AToSS - Teacher concern - increase to at least 90% positive endorsement (currently at 89% in 2019)</p> <p>Connected schools priority</p> <p>AToSS - Sense of confidence – increase to at least 95% positive endorsement (currently at 90% in 2019)          Parent Opinion Survey - Parent Community Engagement - School communication - Increase % of positive responses to at least 90% (currently 87%)</p>

<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>-Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and to identify those students requiring additional support in Literacy and Numeracy.</li> <li>-Plan and conduct whole school professional learning relating to the identified priority areas.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>-Teachers will confidently and accurately identify the learning needs of their students and track student progress through the use of SMART goals and data walls.</li> <li>-PLTs will continue to meet to reflect, evaluate and plan curriculum, assessments and lessons with a particular focus on differentiated tasks.</li> <li>-Nominated teachers will establish effective intervention/small group tutoring based on the specific needs of identified students.</li> <li>-Students will know what their next steps are to progress their learning.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Teachers' formative assessment data and teacher judgement data.</li> <li>-Differentiated curriculum documents and evidence of student progress against SMART goal targets/Individual Learning Plan goals</li> <li>-Classroom observations and learning walks.</li> <li>-Students able to articulate their acquisition of skills and knowledge and future learning goals.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Review the timetable to ensure curriculum essentials are prioritised.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Review school-wide assessment schedule to include Short-cycle Formative Assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Continue to schedule regular SMART goal 'check ins' to ensure students are on track to meet targets.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Assign support/intervention staff to provide intervention/small group tutoring.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Schedule professional learning for support/intervention staff relating to prioritised areas.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Schedule times for intervention/small group tutoring to occur.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish resourcing for intervention/small group tutoring programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b>	Happy, active and healthy kids priority			

Health and wellbeing				
<b>Actions</b>	Establish a whole school approach to regular wellbeing check-ins with students and staff			
<b>Outcomes</b>	1. Teachers and leaders will establish and embed consistent and agreed routines and practices to monitor social-emotional wellbeing and engagement 2. Students will feel supported and engaged in homegroups and contribute to a strong classroom culture 3. Teachers and leaders will integrate social-emotional learning into school practice, policies and programs			
<b>Success Indicators</b>	Documentation of routines and practices designed to monitor student physical, social-emotional wellbeing and engagement Internal and external professional learning and shared readings for staff are documented Positive student survey data (internal surveys, AToSS)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for and schedule professional learning to support teachers in monitoring social-emotional wellbeing and engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide clarity of roles and responsibility of teachers, education support staff who will conduct daily check-ins with at-risk students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish "Healthy minds & bodies" lunchtime clubs	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Classroom teachers plan for and schedule a regular time for monitoring student social-emotional wellbeing and engagement	<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
Classroom teachers plan for and schedule regular times for students to increase their levels of physical activity.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen and embed a school-wide approach to communication with parents/carers/kin, incorporating the new ways in which we as a school connected during remote and flexible learning			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will feel connected to their school and have positive attitudes to attendance</li> <li>2. The wider community will feel a greater sense of connectedness and belonging</li> <li>3. Teachers and leaders will have developed their capability to integrate and use digital channels of communication to provide updates on students learning</li> </ol>			
<b>Success Indicators</b>	<p>Frequency of communications with parents/carers/kin</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Whole school surveys (SSS, AToSS)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Expand community access to school newsletters, social media, and information sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Enhance the use of social media and digital tools that were successful for monitoring during flexible and remote learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$440,000.00	\$265,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$440,000.00</b>	<b>\$265,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Review school-wide assessment schedule to include Short-cycle Formative Assessment	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"/> CRT	\$10,000.00	\$10,000.00
Continue to schedule regular SMART goal 'check ins' to ensure students are on track to meet targets.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Assign support/intervention staff to provide intervention/small group tutoring.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$300,000.00	\$125,000.00
Schedule professional learning for support/intervention staff relating to prioritised areas.	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00



	to: Term 4	<input checked="" type="checkbox"/> CRT		
Establish resourcing for intervention/small group tutoring programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$15,000.00
Plan for and schedule professional learning to support teachers in monitoring social-emotional wellbeing and engagement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Provide clarity of roles and responsibility of teachers, education support staff who will conduct daily check-ins with at-risk students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Establish "Healthy minds & bodies" lunchtime clubs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Expand community access to school newsletters, social media, and information sessions	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
Enhance the use of social media and digital tools that were successful for monitoring during flexible and remote learning	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
Plan for on-going professional development on integrating digital learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00

<b>Totals</b>	\$440,000.00	\$265,000.00
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### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule professional learning for support/intervention staff relating to prioritised areas.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning to support teachers in monitoring social-emotional wellbeing and engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SSSO, school based Allied Health professionals	<input checked="" type="checkbox"/> On-site
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site