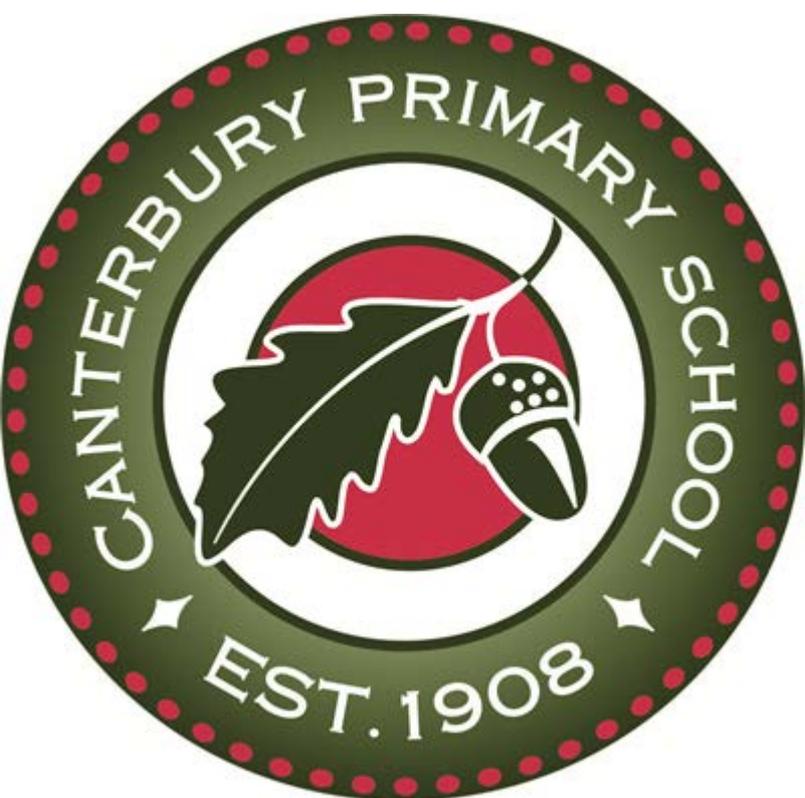


2021 Annual Implementation Plan

for improving student outcomes

Canterbury Primary School (3572)



Submitted for review by Carly Pluck (School Principal) on 15 December, 2020 at 03:05 PM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 01 February, 2021 at 09:17 AM
Endorsed by Eve Mitsopoulos (School Council President) on 11 February, 2021 at 01:53 PM

Self-evaluation Summary - 2021

| | 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 | Evolving |
| | Curriculum planning and assessment | Evolving |
| | Evidence-based high-impact teaching strategies | Evolving |
| | Evaluating impact on learning | Evolving |
| Professional leadership | Building leadership teams | Evolving moving towards Embedding |
| | Instructional and shared leadership | Emerging moving towards Evolving |
| | Strategic resource management | Evolving |
| | Vision, values and culture | Embedding |

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

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

| | |
|---------------------------------------|--|
| Enter your reflective comments | <p>School closures due to Covid-19 understandably had an impact on our AIP progress, however adaptability and responsiveness of both staff and leaders ensured that we continued to experience success in many other areas. The introduction of the DET Toolkits for both literacy and numeracy have provided teachers with greater access to resources and professional learning. Curriculum leads spent significant time unpacking the toolkits and ensured that this information was accessible to staff, with the creation of a google site, used as a one-stop-shop for all teacher planning needs (https://sites.google.com/education.vic.gov.au/cpstoolkits/home). Our STEM team created an additional toolkit to support teaching and learning in Science and Makerspace based programs, which is also included in this google site and has supported teacher confidence in this area of the curriculum. Curriculum planning, specifically differentiation, remains a priority in 2021, and the use of this site will support our work in this area.</p> <p>A continuous reporting team was established and led by our Leading Teacher. Learning tasks for both reading and mathematics were successfully shared with parents in Term 1, which supported parent teacher meetings, development of IEPs and improved the communication between school and home. Reporting processes shifted in light of school closures, but there is a value for this type of reporting, which will support a re-launch in 2021.</p> <p>Term 3 check in meetings with all teaching teams demonstrated an appreciation for collaborative planning processes and</p> |
|---------------------------------------|--|

| | |
|--|--|
| | <p>improved level of trust between colleagues. After completing the self-evaluation, it is evident that we need to introduce and evaluate a peer-observation model, which will be developed through Consultative Committee in Term 1 2021. An approach we may take is to begin peer observations within teams, as opposed to partnerships formed from across the school, to ensure that professional learning is targeted and relevant.</p> |
| <p>Considerations for 2021</p> | <p>We are looking forward to our School Review, which has been postponed for Term 2. Many of the actions in our 2020 AIP will be carried forward into 2021, including the use of the CPS Instructional Framework when planning, a focus on differentiation, analysis of student assessment data, launch of the CPS Learner Dispositions and implementing a continuous reporting cycle. Other priorities include: Implementing a tutoring program and the High Ability Program in accordance with DET guidelines and training. Continuing to unpack, implement and embed the Literacy and Numeracy Toolkits, with a stronger focus on differentiation. Improving the data literacy of all staff, and exploring PLC training. Developing teacher confidence and capacity to implement the EAL Curriculum. Refining whole school organisational framework, with a greater focus on resourcing student wellbeing. Developing teacher capacity to best understand, manage and support the wellbeing needs of students. Developing teacher capacity and confidence in planning for and implementing the Intercultural Capabilities. Continuing to improve the communication between school and home. Improving the relationships with other schools and educational providers. Expanding the student leadership program, with a greater focus on leadership in the junior school. Developing a succession plan with a greater focus on developing the capacity of middle leaders.</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

| Goal 1 | 2021 Priorities Goal | | | | | | | | | | | | | | |
|---|--|--------|--------|------|--------|--|------|------|------|------|---------|-----|-----|-----|-----|
| Target 1.1 | Support for the 2021 Priorities | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.c Building communities | Connected schools priority | | | | | | | | | | | | | | |
| Goal 2 | To ensure high levels of learning growth for every student in English, mathematics and science. | | | | | | | | | | | | | | |
| Target 2.1 | <ul style="list-style-type: none"> • The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 35%. (2016 – Reading 12%, Writing 33%, Numeracy 15%, Spelling 14%, Grammar & punctuation 21%) • The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 15%. (2016– Reading 34%, Writing 16%, Numeracy 32%, Spelling 25%, Grammar and punctuation 35%) • Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following: <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>71%</td> <td>80%</td> <td>52%</td> <td>70%</td> </tr> </tbody> </table> | Domain | Year 3 | | Year 5 | | 2016 | 2020 | 2016 | 2020 | Reading | 71% | 80% | 52% | 70% |
| Domain | Year 3 | | Year 5 | | | | | | | | | | | | |
| | 2016 | 2020 | 2016 | 2020 | | | | | | | | | | | |
| Reading | 71% | 80% | 52% | 70% | | | | | | | | | | | |

| | Writing | 71% | 80% | 33% | 50% | | | | | | | | | | | | | | | | | | |
|---|--|-------------|-----|-----|-----|--|------------------------------|-------------|-------------|--------------------------------|-------|-----|-------------------|-------|-----|---------------------------|-------|-----|-----------------------|-------|-----|--------------------------------------|-------|
| | Numeracy | 74% | 80% | 46% | 60% | | | | | | | | | | | | | | | | | | |
| | Spelling | 76% | 80% | 48% | 60% | | | | | | | | | | | | | | | | | | |
| | Grammar & Punctuation | 69% | 75% | 53% | 60% | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> • Increase the percentage of students achieving above the expected standards (A &B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A) • All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data (NAPLAN & teacher judgement) <p>The 2020 School staff survey data will demonstrate improvement in the following area:</p> <table border="1"> <thead> <tr> <th>School climate module</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Guaranteed & viable curriculum</td> <td>76.76</td> <td>>85</td> </tr> <tr> <td>Academic emphasis</td> <td>73.75</td> <td>>85</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>83.09</td> <td>>85</td> </tr> <tr> <td>Teacher collaboration</td> <td>71.89</td> <td>>85</td> </tr> <tr> <td>Collective focus on student learning</td> <td>85.17</td> <td>>85</td> </tr> </tbody> </table> | | | | | | School climate module | 2016 | 2020 | Guaranteed & viable curriculum | 76.76 | >85 | Academic emphasis | 73.75 | >85 | Staff trust in colleagues | 83.09 | >85 | Teacher collaboration | 71.89 | >85 | Collective focus on student learning | 85.17 |
| School climate module | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | |
| Guaranteed & viable curriculum | 76.76 | >85 | | | | | | | | | | | | | | | | | | | | | |
| Academic emphasis | 73.75 | >85 | | | | | | | | | | | | | | | | | | | | | |
| Staff trust in colleagues | 83.09 | >85 | | | | | | | | | | | | | | | | | | | | | |
| Teacher collaboration | 71.89 | >85 | | | | | | | | | | | | | | | | | | | | | |
| Collective focus on student learning | 85.17 | >85 | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Build, document and implement a guaranteed and viable curriculum based on the Victorian Curriculum | | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Develop and refine an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and Science | | | | | | | | | | | | | | | | | | | | | | |

| Key Improvement Strategy 2.c Curriculum planning and assessment | Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------|-----------|----------|-----------|---------------------|------|-----|-------|----------------------|------|-----|-------|----------------------|------|-----|-------|--------------------|------|-----|-------|-----------------------|------|-----|-------|-----------------|------|-----|-------|--|-----------|-----------|----------|-------|-----|----------------------|-------|-----|--------------------------------------|-------|-----|---|----|--------|
| Goal 3 | To improve student engagement by embedding student agency and voice in all aspects of learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Target 3.1 | <ul style="list-style-type: none"> The Attitude to Schools survey variable means of the Teaching and Learning factors to be in at least the third quartile throughout the life of the strategic plan. <table border="0" data-bbox="667 486 1579 790"> <thead> <tr> <th></th> <th>2016 mean</th> <th>Quartile</th> <th>2020 mean</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>4.10</td> <td>2nd</td> <td>>4.25</td> </tr> <tr> <td>School connectedness</td> <td>4.27</td> <td>2nd</td> <td>>4.45</td> </tr> <tr> <td>Stimulating learning</td> <td>4.05</td> <td>2nd</td> <td>>4.30</td> </tr> <tr> <td>Student motivation</td> <td>4.52</td> <td>2nd</td> <td>>4.60</td> </tr> <tr> <td>Teacher effectiveness</td> <td>4.22</td> <td>1st</td> <td>>4.45</td> </tr> <tr> <td>Teacher empathy</td> <td>4.21</td> <td>1st</td> <td>>4.45</td> </tr> </tbody> </table> The School staff survey will demonstrate improvement in the following areas: <table border="0" data-bbox="667 906 1765 1125"> <thead> <tr> <th></th> <th>2016 mean</th> <th>2020 mean</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>75.87</td> <td>>80</td> </tr> <tr> <td>Active participation</td> <td>69.09</td> <td>>80</td> </tr> <tr> <td>Collective focus on student learning</td> <td>85.17</td> <td>>90</td> </tr> <tr> <td>Setting Objectives and Providing Feedback</td> <td>ND</td> <td>>87.50</td> </tr> </tbody> </table> The mean for the stimulating learning variable on the Parent Opinion survey to be 5.8 or greater and/or above the 50th percentile by 2020 | | 2016 mean | Quartile | 2020 mean | Learning confidence | 4.10 | 2nd | >4.25 | School connectedness | 4.27 | 2nd | >4.45 | Stimulating learning | 4.05 | 2nd | >4.30 | Student motivation | 4.52 | 2nd | >4.60 | Teacher effectiveness | 4.22 | 1st | >4.45 | Teacher empathy | 4.21 | 1st | >4.45 | | 2016 mean | 2020 mean | Feedback | 75.87 | >80 | Active participation | 69.09 | >80 | Collective focus on student learning | 85.17 | >90 | Setting Objectives and Providing Feedback | ND | >87.50 |
| | 2016 mean | Quartile | 2020 mean | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning confidence | 4.10 | 2nd | >4.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School connectedness | 4.27 | 2nd | >4.45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating learning | 4.05 | 2nd | >4.30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student motivation | 4.52 | 2nd | >4.60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher effectiveness | 4.22 | 1st | >4.45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher empathy | 4.21 | 1st | >4.45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 mean | 2020 mean | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Feedback | 75.87 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active participation | 69.09 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective focus on student learning | 85.17 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Setting Objectives and Providing Feedback | ND | >87.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 3.a | Develop a systematic approach to challenging goals and effective feedback for all students and teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|--|
| Building practice excellence | |
| Goal 4 | To foster a positive learning culture for all students, staff, parents and community. |
| Target 4.1 | <ul style="list-style-type: none"> • The Attitudes to School survey variable means of Student Safety, Student Distress and Student Morale are increased with results in at least the third quartile throughout the life of the strategic plan. • The mean for the Student Safety variable of the Parent Opinion survey to be at least 5.6. |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Embed the school's mission, vision and values into the everyday work of the school |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|---|---------------------------------------|--|--|
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - Develop and implement an effective whole school teaching and learning model that targets the needs of all students, specifically those requiring catch up and extension - Support and enhance the wellbeing needs of all students - Improve relationships, communication, opportunities and partnerships within our school and local community |
| To ensure high levels of learning growth for every student in English, mathematics and science. | No | <ul style="list-style-type: none"> • The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 35%. (2016 – Reading 12%, Writing 33%, Numeracy 15%, Spelling 14%, Grammar & punctuation 21%) • The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 15%. (2016– Reading 34%, Writing 16%, Numeracy 32%, Spelling 25%, Grammar and punctuation 35%) | |

- Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following:

| Domain | Year 3 | | Year 5 | |
|----------------------------------|---------------|-------------|---------------|-------------|
| | 2016 | 2020 | 2016 | 2020 |
| Reading | 71% | 80% | 52% | 70% |
| Writing | 71% | 80% | 33% | 50% |
| Numeracy | 74% | 80% | 46% | 60% |
| Spelling | 76% | 80% | 48% | 60% |
| Grammar & Punctuation | 69% | 75% | 53% | 60% |

- Increase the percentage of students achieving above the expected standards (A &B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A)
- All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data (NAPLAN & teacher judgement)

The 2020 School staff survey data will demonstrate improvement in the following area:

| School climate module | 2016 | 2020 |
|--------------------------------------|-------------|-------------|
| Guaranteed & viable curriculum | 76.76 | >85 |
| Academic emphasis | 73.75 | >85 |
| Staff trust in colleagues | 83.09 | >85 |
| Teacher collaboration | 71.89 | >85 |
| Collective focus on student learning | 85.17 | >85 |

| To improve student engagement by embedding student agency and voice in all aspects of learning | No | <ul style="list-style-type: none"> The Attitude to Schools survey variable means of the Teaching and Learning factors to be in at least the third quartile throughout the life of the strategic plan. <table border="0" data-bbox="577 391 1489 699"> <thead> <tr> <th></th> <th>2016 mean</th> <th>Quartile</th> <th>2020 mean</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>4.10</td> <td>2nd</td> <td>>4.25</td> </tr> <tr> <td>School connectedness</td> <td>4.27</td> <td>2nd</td> <td>>4.45</td> </tr> <tr> <td>Stimulating learning</td> <td>4.05</td> <td>2nd</td> <td>>4.30</td> </tr> <tr> <td>Student motivation</td> <td>4.52</td> <td>2nd</td> <td>>4.60</td> </tr> <tr> <td>Teacher effectiveness</td> <td>4.22</td> <td>1st</td> <td>>4.45</td> </tr> <tr> <td>Teacher empathy</td> <td>4.21</td> <td>1st</td> <td>>4.45</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The School staff survey will demonstrate improvement in the following areas: <table border="0" data-bbox="577 810 1675 1029"> <thead> <tr> <th></th> <th>2016 mean</th> <th>2020 mean</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>75.87</td> <td>>80</td> </tr> <tr> <td>Active participation</td> <td>69.09</td> <td>>80</td> </tr> <tr> <td>Collective focus on student learning</td> <td>85.17</td> <td>>90</td> </tr> <tr> <td>Setting Objectives and Providing Feedback</td> <td>ND</td> <td>>87.50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The mean for the stimulating learning variable on the Parent Opinion survey to be 5.8 or greater and/or above the 50th percentile by 2020 | | 2016 mean | Quartile | 2020 mean | Learning confidence | 4.10 | 2nd | >4.25 | School connectedness | 4.27 | 2nd | >4.45 | Stimulating learning | 4.05 | 2nd | >4.30 | Student motivation | 4.52 | 2nd | >4.60 | Teacher effectiveness | 4.22 | 1st | >4.45 | Teacher empathy | 4.21 | 1st | >4.45 | | 2016 mean | 2020 mean | Feedback | 75.87 | >80 | Active participation | 69.09 | >80 | Collective focus on student learning | 85.17 | >90 | Setting Objectives and Providing Feedback | ND | >87.50 | |
|--|-----------|--|-----------|-----------|----------|-----------|---------------------|------|-----|-------|----------------------|------|-----|-------|----------------------|------|-----|-------|--------------------|------|-----|-------|-----------------------|------|-----|-------|-----------------|------|-----|-------|--|-----------|-----------|----------|-------|-----|----------------------|-------|-----|--------------------------------------|-------|-----|---|----|--------|--|
| | 2016 mean | Quartile | 2020 mean | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning confidence | 4.10 | 2nd | >4.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School connectedness | 4.27 | 2nd | >4.45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating learning | 4.05 | 2nd | >4.30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student motivation | 4.52 | 2nd | >4.60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher effectiveness | 4.22 | 1st | >4.45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher empathy | 4.21 | 1st | >4.45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 mean | 2020 mean | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Feedback | 75.87 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active participation | 69.09 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective focus on student learning | 85.17 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Setting Objectives and Providing Feedback | ND | >87.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To foster a positive learning culture for all students, staff, parents and community. | No | <ul style="list-style-type: none"> The Attitudes to School survey variable means of Student Safety, Student Distress and Student Morale are increased with results in at least the third quartile throughout the life of the strategic plan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> • The mean for the Student Safety variable of the Parent Opinion survey to be at least 5.6. | |
|--|--|---|--|

| | | |
|---|--|---|
| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | <ul style="list-style-type: none"> - Develop and implement an effective whole school teaching and learning model that targets the needs of all students, specifically those requiring catch up and extension - Support and enhance the wellbeing needs of all students - Improve relationships, communication, opportunities and partnerships within our school and local community | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | Yes |
| KIS 3 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

| | |
|--|---|
| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | <ul style="list-style-type: none"> - Develop and implement an effective whole school teaching and learning model that targets the needs of all students, specifically those requiring catch up and extension - Support and enhance the wellbeing needs of all students - Improve relationships, communication, opportunities and partnerships within our school and local community |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority |
| Actions | <p>Implement a tutoring program and the High Ability Program in accordance with DET guidelines and training.</p> <p>Continue to unpack, implement and embed the Literacy and Numeracy Toolkits, with a stronger focus on differentiation.</p> <p>Evaluate whole school assessment and refine assessment schedule.</p> <p>Improve the data literacy of all staff, and explore PLC training.</p> <p>Targeted professional learning focused on the implementation of the CPS Instructional Framework, including planning and peer observation processes.</p> <p>Developing teacher confidence and capacity to implement the EAL Curriculum.</p> <p>Improve reporting processes.</p> |
| Outcomes | <p>Teachers and parents will have an increased level of confidence in teaching and learning programs, knowing that individual student needs are being identified and addressed.</p> <p>Teachers will develop work plans that reflect the use of toolkits, the CPS instructional framework, agreed assessment practices and clear links to the curriculum, including EAL.</p> <p>Leaders will facilitate weekly team based Data Analysis sessions that reflect conversation amongst teaching teams, which is data-driven, reflective and focused on differentiation.</p> <p>Staff will actively participate in peer-observation processes.</p> <p>Parents will receive regular reporting updates from teachers based on their child's achievement.</p> |
| Success Indicators | <p>Student achievement data, both through NAPLAN and teacher judgements.</p> <p>Staff Opinion Survey, showing an improvement in staff trust, collaboration and value for the peer observation opportunities.</p> <p>Student Opinion Survey.</p> <p>Assessment Schedule and Continuous Reporting Cycle.</p> <p>Teacher work plans.</p> |

| Individual Education Plans. Peer observation process and evaluation surveys, including Consultative Committee minutes. | | | | |
|---|---|--|----------------------------------|--|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Document, implement and evaluate a whole-school approach to catch up and extension, which includes the tutor and high ability programs. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |
| Refine and improve our current assessment schedule, in accordance with DET resources. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Develop a consistent approach to the collection and use of data to inform teaching and learning. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Deliver professional learning to improve understanding and application of the CPS Instructional Framework. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Develop, implement and evaluate a peer observation process in consultation with staff. | <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 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

| | | | | |
|---|--|---|----------------------------------|--|
| | | | | |
| Monitor teacher work plans to ensure consistent and ongoing focus on differentiation, including EAL modifications and the use of toolkit resources. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Deliver differentiated professional learning (junior and senior school) on the EAL Curriculum. | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Develop, implement and evaluate a continuous reporting cycle. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | <ul style="list-style-type: none"> - Refine whole school organisational framework, with a greater focus on resourcing student wellbeing. - Develop teacher capacity to best understand, manage and support the wellbeing needs of students. - Implement the CPS Learner Dispositions. | | | |
| Outcomes | <p>Staff responsiveness will increase, particularly when communicating issues and wellbeing concerns with parents, this includes consistent documentation on Compass Chronicle.</p> <ul style="list-style-type: none"> - Improved teacher confidence in addressing and supporting student wellbeing and behavioural needs. - Consistent language and understanding of the CPS Learner Dispositions between students, staff and parents. - Greater clarity of roles and responsibilities of staff within the school. | | | |
| Success Indicators | <ul style="list-style-type: none"> - Documented Organisational Structure. - Professional Learning Plan, reflecting opportunities for differentiation amongst staff. | | | |

| | | - CPS Learner Dispositions. - Increased use of Compass Chronicle, including the uploading of Individual Education and Behaviour Plans. | | |
|--|--|---|----------------------------------|--|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Appoint a Learning Specialist with key responsibilities for student wellbeing. | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Document Organisational Structure to share with staff. This will support clarity and transparency of the roles and responsibilities of staff within the school. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Reconnect and partner with external providers and support programs, such as Kids Hope, to support student wellbeing needs. | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Develop & implement a differentiated professional learning plan that supports teachers to manage, understand and support the wellbeing needs of students. This includes Inclusive Education training, IEP development, anxiety, Child Safe Standards, restorative practices and the use of Compass Chronicle to document concerns and incidents. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Explore DET school wide positive behaviour support models and resources. | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

| | | | | |
|---|---|---|----------------------------------|--|
| Develop a whole school scope and sequence for the specialist subject Health. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Communicate the CPS Learner Dispositions with the CPS Community, including professional learning for staff. | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |
| Actions | <ul style="list-style-type: none"> - Developing teacher capacity and confidence in planning for and implementing the Intercultural Capabilities. - Continuing to improve the communication between school and home. - Conduct school strategic review in Term 2 2021, and communicate to community. - Improving the relationships with other schools and educational providers. - Expanding the student leadership program, with a greater focus on leadership in the junior school. | | | |
| Outcomes | <p>Leaders will attend planning days and support teaching teams to have a collective focus on the Intercultural Capabilities. Leadership and admin teams will ensure that communication channels between school and home are improved and established. Middle leaders will network and learn from other schools and educational providers. Students will have greater access to leadership opportunities.</p> | | | |
| Success Indicators | <ul style="list-style-type: none"> - Planning day documentation & weekly work plans. - Resource bank for teachers developed to support teachers to deliver the Intercultural Capabilities. - Parent Opinion Survey. - 2021 - 2024 School Strategic Plan. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Appoint a Intercultural Capabilities Coordinator. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$500.00 |

| | | | | |
|---|--|---------------------------------------|----------------------------------|---|
| | | | to: Term 1 | <input type="checkbox"/> Equity funding will be used |
| Develop a resource bank to support teacher confidence and planning when incorporating the Intercultural Capabilities into their program. | <input checked="" type="checkbox"/> KLA Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Evaluate the effectiveness of weekly newsletters to improve communication with the school community. | <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Increase communication with families regarding term and class projects, including links to the curriculum where appropriate. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Continue to utilise Compass to better communicate with families, such as the distribution of Term 1 information and consent packs. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |
| Develop School Strategic Plan, following Term 2 Review. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Develop capacity of middle leaders through growth coaching opportunities alongside FISO partnering schools, Auburn and Camberwell Primary School. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$5,000.00 |

| | | | | |
|--|---|---------------------------------------|----------------------------------|--|
| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Implementing a Junior School SRC. | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Evaluating the Buddy Program to ensure purpose, engagement and peer connectedness. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 <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 | \$10,000.00 | \$5,760.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$10,000.00 | \$5,760.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|---|----------------------------|-------------------|
| Develop & implement a differentiated professional learning plan that supports teachers to manage, understand and support the wellbeing needs of students. This includes Inclusive Education training, IEP development, anxiety, Child Safe Standards, restorative practices and the use of Compass Chronicle to document concerns and incidents. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services | \$10,000.00 | \$5,760.00 |
| Totals | | | \$10,000.00 | \$5,760.00 |

Additional Equity spend

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

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|----------------------------------|--|---|---|---|
| Document, implement and evaluate a whole-school approach to catch up and extension, which includes the tutor and high ability programs. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Literacy and Numeracy Toolkits, tutor program communication pack, high ability program</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Develop a consistent approach to the collection and use of data to inform teaching and learning. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources <p>Assessment schedule PL & resources</p> | <input checked="" type="checkbox"/> On-site |
| Deliver professional learning to improve understanding and application of the CPS Instructional Framework. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|--|----------------------------------|--|---|--|---|
| Develop, implement and evaluate a peer observation process in consultation with staff. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Develop, implement and evaluate a continuous reporting cycle. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | 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"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Develop & implement a differentiated professional learning plan that supports teachers to manage, understand and support the wellbeing needs of students. This includes Inclusive Education training, IEP development, anxiety, Child Safe Standards, restorative practices and the use of Compass Chronicle to document concerns and incidents. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Departmental resources Inclusive Classrooms & SSS led Professional Learning | <input checked="" type="checkbox"/> On-site |
| Communicate the CPS Learner Dispositions with the CPS Community, including professional learning for staff. | <input checked="" type="checkbox"/> Learning Specialist(s) | 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"/> Internal staff | <input checked="" type="checkbox"/> On-site |