

2019 Annual Implementation Plan

for improving student outcomes

Ararat Primary School (0800)



Submitted for review by Ryan Oliver (School Principal) on 10 December, 2018 at 09:42 PM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 27 December, 2018 at 04:08 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	As a leadership team, we unpacked our progress against the Continua. It was apparent that with the impact of key staff being on leave, moving to different roles and the change of leadership throughout the year, our collective focus needs to be redirected next year. Staff reflected on the knowledge that they had gained over the course of the year and this new depth of knowledge may have contributed to our evaluation showing a step backwards in our analysis. eg. The release of Amplify has built the knowledge of Student Voice, Agency and Leadership across our staff.
Considerations for 2020	Work needs to continue on building staff capacity in the areas of: Student Voice Collective Efficacy Consistent Instructional Practice
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>For all students to be supported and challenged to achieve high levels of learning growth in literacy and numeracy.</p>
<p>Target 1.1</p>	<p>Excellence in Teaching and Learning - Building Practice Excellence: Teacher Judgements:</p> <ul style="list-style-type: none"> • 100% of students to achieve a minimum of one year’s growth annually against the Victorian Curriculum/ABLES in Writing and Number/Algebra. • <p><u>NAPLAN:</u></p> <ul style="list-style-type: none"> • The percentage of Year 3 students achieving in the Top 2 NAPLAN bands will exceed 35% for all areas assessed. • The percentage of Year 5 students achieving in the Top 2 NAPLAN bands will exceed 30% for all areas assessed. • The percentage of students, including exempt students, achieving in the Bottom 2 NAPLAN bands will be less than 12% for all areas assessed. • The percentage of students achieving high growth from Year 3 to Year 5 on NAPLAN relative growth assessments will exceed 25% for all areas assessed. • The percentage of students achieving low growth in Reading, Writing and Numeracy on NAPLAN relative growth assessments will be less than 25% for all areas assessed. <p>Staff Survey component scores for Teacher Collaboration, Collective Responsibility, Collective Efficacy, Guaranteed and Viable Curriculum and Shielding and Buffering to be above 85.00.</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Build teacher capacity to differentiate teaching to ensure progress for every student in Writing and Number/Algebra. Develop whole school scope and sequence documents that promote high quality teaching in Writing and Number/Algebra. Support literacy leaders to actively participate in the Network Literacy Community of Practice Build teacher capacity to improve literacy results across our network.</p>
<p>Goal 2</p>	<p>To provide a learning environment which supports all students to be curious, actively engaged, empowered and challenged, so that they achieve their full potential and become valued members of their community.</p>

Target 2.1	<p>Positive Climate for Learning – Setting Expectations and Promoting Inclusion:</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey Year 5 and Year 6 mean factor scores for Wellbeing and Student Relationships to be above the 50th percentile for primary school means for each year level. <p>* Parent Opinion Survey mean factor scores for Reporting, Homework, Student Safety, Classroom Behaviour, Behaviour Management, Social Skills, Transitions and Connectedness to Peers to be above the 50th percentile for primary school means.</p>
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Further develop a consistent, whole school approach for the management of student behaviour - School Wide Positive Behaviours (SWPBS).
Goal 3	To develop a safe, and caring learning community, which supports the academic, social and emotional development of all students.
Target 3.1	<p>Positive Climate for Learning – Empowering Students and Building School Pride:</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey Year 5 and Year 6 mean factor scores for Teaching and Learning to be above the 50th percentile for primary school means for each year level. • Parent Opinion Survey mean factor scores for Learning Focus, Stimulating Learning and Student Motivation to be above the 75th percentile for primary school means. • Student absences will be below the state mean at all year levels.
Key Improvement Strategy 3.a Empowering students and building school pride	<p>Develop whole school initiatives that improve student attendance.</p> <p>Build the collective efficacy of teachers to support student to develop effective and challenging learning goals and self-assess their progress.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>For all students to be supported and challenged to achieve high levels of learning growth in literacy and numeracy.</p>	<p>Yes</p>	<p>Excellence in Teaching and Learning - Building Practice Excellence: Teacher Judgements:</p> <ul style="list-style-type: none"> • 100% of students to achieve a minimum of one year's growth annually against the Victorian Curriculum/ABLES in Writing and Number/Algebra. • <p><u>NAPLAN:</u></p> <ul style="list-style-type: none"> • The percentage of Year 3 students achieving in the Top 2 NAPLAN bands will exceed 35% for all areas assessed. • The percentage of Year 5 students achieving in the Top 2 NAPLAN bands will exceed 30% for all areas assessed. • The percentage of students, including exempt students, achieving in the Bottom 2 NAPLAN bands will be less than 12% for all areas assessed. • The percentage of students achieving high growth from Year 3 to Year 5 on NAPLAN relative growth assessments will exceed 25% for all areas assessed. • The percentage of students achieving low growth in Reading, Writing and Numeracy on NAPLAN relative growth assessments will be less than 25% for all areas assessed. <p>Staff Survey component scores for Teacher Collaboration, Collective Responsibility, Collective Efficacy, Guaranteed and Viable Curriculum and Shielding and Buffering to be above 85.00.</p>	<p>Writing</p> <p>To increase the percentage of students in the top two bands of NAPLAN Writing: For Year 3 from 20% to 25% For Year 5 from 2.3% (in 2017) to 12%</p> <p>To maintain the percentage of students in the following Bands in NAPLAN Writing: For Year 3 in Bands 1 and 2: 12% or below For Year 5 in Bands 3 and 4: 12% or below</p> <p>Numeracy</p> <p>To increase the percentage of students in the top two bands of NAPLAN Number/Algebra: For Year 3 from 22.8% to 30% For Year 5 of 9.5% to 20%</p> <p>To reduce the percentage of students in the following Bands in NAPLAN Number/Algebra For Year 3 in Bands 1 and 2: from 22.9% to 16%</p>

			<p>For Year 5 in Bands 3 and 4: from 28.6% to 18%</p> <p>Maintain the percentage endorsement of the School Climate module for the Staff Opinion Survey to be above state means.</p>
<p>To provide a learning environment which supports all students to be curious, actively engaged, empowered and challenged, so that they achieve their full potential and become valued members of their community.</p>	Yes	<p>Positive Climate for Learning – Setting Expectations and Promoting Inclusion:</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey Year 5 and Year 6 mean factor scores for Wellbeing and Student Relationships to be above the 50th percentile for primary school means for each year level. <p>* Parent Opinion Survey mean factor scores for Reporting, Homework, Student Safety, Classroom Behaviour, Behaviour Management, Social Skills, Transitions and Connectedness to Peers to be above the 50th percentile for primary school means.</p>	<p>Maintain Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Wellbeing and Student Relationships to be above the 50th percentile for primary school means.</p> <p>Increase the Parent Opinion Survey Domains of: Teacher Communication and Effective Teaching to the 50th Percentile</p> <p>Maintain the Domains of Managing Bullying, Promoting Positive Behaviour and Positive Transitions to be at or above the 50th percentile.</p>
<p>To develop a safe, and caring learning community, which supports the academic, social and emotional development of all students.</p>	Yes	<p>Positive Climate for Learning – Empowering Students and Building School Pride:</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey Year 5 and Year 6 mean factor scores for Teaching and Learning to be above the 50th percentile for primary school means for each year level. • Parent Opinion Survey mean factor scores for Learning Focus, Stimulating Learning and Student Motivation to be above the 75th percentile for primary school means. • Student absences will be below the state mean at all year levels. 	<p>Maintain Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Teacher-Student Relations: Effort and Teacher Concern, all sub domains of Learner Characteristics and Disposition, and all sub domains of School Safety at or above the 50th percentile.</p> <p>Increase the Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Teacher-Student Relations: High Expectations for Success to be above the 50th percentile.</p>

			Student absences will decrease to be either at or below state means.
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Goal 1	For all students to be supported and challenged to achieve high levels of learning growth in literacy and numeracy.		
12 Month Target 1.1	<p>Writing</p> <p>To increase the percentage of students in the top two bands of NAPLAN Writing: For Year 3 from 20% to 25% For Year 5 from 2.3% (in 2017) to 12%</p> <p>To maintain the percentage of students in the following Bands in NAPLAN Writing: For Year 3 in Bands 1 and 2: 12% or below For Year 5 in Bands 3 and 4: 12% or below</p> <p>Numeracy</p> <p>To increase the percentage of students in the top two bands of NAPLAN Number/Algebra: For Year 3 from 22.8% to 30% For Year 5 of 9.5% to 20%</p> <p>To reduce the percentage of students in the following Bands in NAPLAN Number/Algebra For Year 3 in Bands 1 and 2: from 22.9% to 16% For Year 5 in Bands 3 and 4: from 28.6% to 18%</p> <p>Maintain the percentage endorsement of the School Climate module for the Staff Opinion Survey to be above state means.</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?

<p>KIS 1 Building practice excellence</p>	<p>Build teacher capacity to differentiate teaching to ensure progress for every student in Writing and Number/Algebra. Develop whole school scope and sequence documents that promote high quality teaching in Writing and Number/Algebra. Support literacy leaders to actively participate in the Network Literacy Community of Practice Build teacher capacity to improve literacy results across our network.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our School Improvement Team has made the following observations from the analysis of available data sets:</p> <p>NAPLAN Writing - An increase in year 3 students in the top 2 bands for 2018. It was also noted that no students placed in the top 2 bands in year 5, despite 39% of year 3 students in 2016. An reduction in the number of students in the bottom 2 bands in year 5 writing for 2018. An increase of the number of students in the bottom 2 bands in year 3 writing for 2018.</p> <p>NAPLAN Numeracy - A decrease in the percentage of students in the top two bands of Numeracy in both years 3 and 5 An increase in the percentage of students in the bottom two bands of Numeracy in both years 3 and 5</p> <p>Staff Opinion Survey A trended increase of the percentage endorsement for the School Climate Module of the Staff Opinion Survey from 2016 onwards.</p> <p>The School Improvement Team interviewed a Student Focus Group and noted the following responses:</p> <ul style="list-style-type: none"> - Writing wasn't stimulating with many Big Write topics repeated - There wasn't enough time to write and a lot of time was spent talking or looking at the board during writing sessions. - Some students perceived good writing to be based on handwriting and presentation of work. - Some students reported that maths was not being taught every day - There was a clear inconsistency in writing instructional practice across the school, which further identifies the need for a Writing Instructional Model. - The students voiced the need for more agency what they write about and what they learn about in maths - There was some push to bring back homework sheets. Students also mentioned that they had to read and practice spelling words at home. <p>The School Improvement Team recognised that despite not meeting our 2018 targets for Writing and Numeracy, there had been considerable work in designing and evaluating our Numeracy practice including the development of our Numeracy Instructional Model in Term 4.</p>	

Goal 2	To provide a learning environment which supports all students to be curious, actively engaged, empowered and challenged, so that they achieve their full potential and become valued members of their community.	
12 Month Target 2.1	<p>Maintain Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Wellbeing and Student Relationships to be above the 50th percentile for primary school means.</p> <p>Increase the Parent Opinion Survey Domains of: Teacher Communication and Effective Teaching to the 50th Percentile</p> <p>Maintain the Domains of Managing Bullying, Promoting Positive Behaviour and Positive Transitions to be at or above the 50th percentile.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Further develop a consistent, whole school approach for the management of student behaviour - School Wide Positive Behaviours (SWPBS).	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.	<p>Our Attitudes to School Survey Data was very positive in 2018 with all AIP targets being met for this data set.</p> <p>Our SWPBS program has become an embedded aspect of our school culture, with evidence of daily practice in classrooms. The SWPBS team continue to meet at least twice a term to plan for future improvement.</p> <p>Our Parent Opinion Survey results were mixed.</p> <p>The sub domains of Teacher Communication and Effective Teaching are below the 50th Percentile.</p> <p>The sub domains of Managing Bullying, Promoting Positive Behaviour and Positive Transitions are above the 50th percentile.</p> <p>Further efforts in 2019 will be the need to audit and refine our teacher to parent communication practices as well as investigating parent perception of effective teaching.</p>	

Goal 3	To develop a safe, and caring learning community, which supports the academic, social and emotional development of all students.	
12 Month Target 3.1	<p>Maintain Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Teacher-Student Relations: Effort and Teacher Concern, all sub domains of Learner Characteristics and Disposition, and all sub domains of School Safety at or above the 50th percentile.</p> <p>Increase the Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Teacher-Student Relations: High Expectations for Success to be above the 50th percentile.</p> <p>Student absences will decrease to be either at or below state means.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop whole school initiatives that improve student attendance. Build the collective efficacy of teachers to support student to develop effective and challenging learning goals and self-assess their progress.	
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.	Whilst our Attitudes to School Survey Results were very positive in 2018, our School Attendance data has continued to decline this year. The school is currently a Transform school for student engagement with the average attendance rate being 91.5% for 2017. Effort has been put into promoting good attendance in the school newsletter, school facebook page and school website. There is currently no system in place to effectively identify and track Tier 1, Tier 2 and Tier 3 students and the school would benefit from developing an Attendance Support Plan. Student rewards for 100% attendance occur at the end of each month.	

Define Actions, Outcomes and Activities

Goal 1	For all students to be supported and challenged to achieve high levels of learning growth in literacy and numeracy.
12 Month Target 1.1	<p>Writing</p> <p>To increase the percentage of students in the top two bands of NAPLAN Writing: For Year 3 from 20% to 25% For Year 5 from 2.3% (in 2017) to 12%</p> <p>To maintain the percentage of students in the following Bands in NAPLAN Writing: For Year 3 in Bands 1 and 2: 12% or below For Year 5 in Bands 3 and 4: 12% or below</p> <p>Numeracy</p> <p>To increase the percentage of students in the top two bands of NAPLAN Number/Algebra: For Year 3 from 22.8% to 30% For Year 5 of 9.5% to 20%</p> <p>To reduce the percentage of students in the following Bands in NAPLAN Number/Algebra For Year 3 in Bands 1 and 2: from 22.9% to 16% For Year 5 in Bands 3 and 4: from 28.6% to 18%</p> <p>Maintain the percentage endorsement of the School Climate module for the Staff Opinion Survey to be above state means.</p>
KIS 1 Building practice excellence	<p>Build teacher capacity to differentiate teaching to ensure progress for every student in Writing and Number/Algebra.</p> <p>Develop whole school scope and sequence documents that promote high quality teaching in Writing and Number/Algebra.</p> <p>Support literacy leaders to actively participate in the Network Literacy Community of Practice</p> <p>Build teacher capacity to improve literacy results across our network.</p>
Actions	<p>Workforce Planning</p> <p>Continue to develop a 'distributive leadership model' throughout the school with the formulation of a School Improvement Team.</p> <p>Provision of 2 0.5FTE Numeracy Specialists in 2019 (PMSS)</p>

	<p>Provision of Learning Specialist Role in early 2019. Ensuring there is a literacy leader nominated and empowered within the school</p> <p>Strategic Resource Management Implement a common PDP goal for all staff with direct line of sight to 2019 AIP targets Allocate resources to key priority areas of Writing/Numeracy. Continue to prioritise meeting times to focus on teaching and learning Dedicate two curriculum days to the development of whole school scope and sequence documents (Writing and Numeracy) Redevelop whole school Assessment Schedule to reflect purposes of assessment practices Ensuring a line of sight from Strategic Plan / AIP / Principal Plan / Leadership Team to literacy leaders</p> <p>Professional Learning Develop a professional learning plan that prioritises the work of: <ul style="list-style-type: none"> - continuing to develop PLC Inquiry Cycle to guide teaching and learning promoting staff involvement as effective teams - develop and implement a regular peer observation cycle with a focus on Instructional Practice - Involvement in Primary Maths Specialist Initiative - Develop a whole school Writing Instructional Model - Develop a whole school Genre continuum from P-8 - A consistent approach to Individual Learning Plans for students achieving way above or below expected level </p> <p>Monitoring Using the Improvement Cycle SIT to meet once a term to monitor progress using FISO Inquiry Cycle Communicate progress of AIP Goals/Targets regularly with staff Use teacher assessment data from SPA to inform progress Consult with relevant staff, students and community members to identify barriers/enablers to progress Gather evidence from multiple sources of data (NAPLAN, Moderation, Observations etc) to reflect on progress</p>
<p>Outcomes</p>	<p>The expected outcomes for the following stakeholders are as follows:</p> <p>Students</p> <ul style="list-style-type: none"> - An improved ability to self monitor progress and discuss successful achievement of learning goals - Have a deep understanding of current learning progress and next steps to learning - Receive regular, targeted feedback on their learning progress - Can identify learning priorities, including own strengths and weaknesses <p>Staff</p> <ul style="list-style-type: none"> - Regularly use current student learning data to design and evaluate the impact of teaching and learning cycles

	<ul style="list-style-type: none"> - Engage in a culture of challenge where all student learning is a common responsibility - Regularly and collectively monitor progress of students learning goals - Have a common understanding of evidence in writing and participate in regular moderation - Understand and regularly implement a consistent, evidence based writing instructional model - Set challenging and relevant learning goals in consultation with students - Have a clear understanding of AIP goals, targets and priorities - Have a PDP that has a clear line of sight to AIP priorities - Anchor their professional learning goals in Performance and Development Plans (PDP) - Work collaboratively with colleagues on shared development goals. - Undertake research to build knowledge and skills of evidence-based strategies - Seek expert practitioner advice, coaching and mentoring <p>Leaders</p> <ul style="list-style-type: none"> - Regularly and actively review and participate in PLC Inquiry Cycles with teaching teams - Use the FISO Inquiry Cycle to regularly monitor progress against goals and targets - Plan rich professional learning opportunities in line with AIP Goals and Staff PDPs - Plan to develop leadership capabilities of staff using a distributive leadership model - Anchor their professional learning goals in Performance and Development Plans (PDP) - Work collaboratively with colleagues on shared development goals. - Undertake research to build knowledge and skills of evidence-based strategies 			
Success Indicators	<p>Success will be measured using the following data sets:</p> <ul style="list-style-type: none"> - 2019 NAPLAN results - 2019 Staff Opinion Survey results - Student ATSS data - Student/Teacher focus group interviews - Data from SPA (Teacher judgement, cold write, PAT, Essential Assessment Data) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participation in Primary Maths Specialist Initiative	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	\$0.00

				<input type="checkbox"/> Equity funding will be used
Further refine and implement PLC Inquiry Cycle as part of weekly meeting timetable	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum Day Term 1 will be dedicated to developing Writing Instructional Model and Visual Writing Continuum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Develop and implement targeted peer observation cycle with specific focus on consistency of Instructional Practice.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a consistent approach to Individual Learning Plans for students achieving way above or below expected level	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Evaluate and re-design Assessment Schedule to reflect purposes of assessment	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Provision of Speech Pathologist (3.5 days per fortnight)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Further resource classroom libraries across the school	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provision of Numeracy Intervention specialist (Extension Program)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure Literacy and Numeracy leaders are appointed and empowered within the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensuring a line of sight from Strategic Plan / AIP / Principal Plan / Leadership Team to Literacy and Numeracy leaders	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide Professional Development to all staff in key areas of Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To provide a learning environment which supports all students to be curious, actively engaged, empowered and challenged, so that they achieve their full potential and become valued members of their community.
12 Month Target 2.1	<p>Maintain Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Wellbeing and Student Relationships to be above the 50th percentile for primary school means.</p> <p>Increase the Parent Opinion Survey Domains of: Teacher Communication and Effective Teaching to the 50th Percentile</p> <p>Maintain the Domains of Managing Bullying, Promoting Positive Behaviour and Positive Transitions to be at or above the 50th percentile.</p>
KIS 1 Setting expectations and promoting inclusion	Further develop a consistent, whole school approach for the management of student behaviour - School Wide Positive Behaviours (SWPBS).
Actions	<p>Workforce Planning Continue to develop a 'distributive leadership model' throughout the school with the formulation of a School Improvement Team. Leading teacher to continue to manage SWPBS and wellbeing role</p> <p>Strategic Resource Management Allocate resources to SWPBS and Respectful Relationships by formulating an SWPBS and Respectful Relationships Implementation Team in 2019 Ensure line of sight between AIP Goals/Targets and SWPBS and RR Initiatives Allocate meeting times for the development of SWPBS and RR Further refine and develop SWPBS Values lessons with staff Develop SWPBS rewards for individual students each term</p> <p>Professional Learning Develop a professional learning plan that prioritises the work of: <ul style="list-style-type: none"> - Further developing and implementing SWPBS Values lessons from P-6 - Creating a shared understanding of Respectful Relationships Curriculum - School visits to reflect on current SWPBS practices - Shared PDP goals linked to AIP targets for SWPBS team - Development of behaviour support plans for identified students - Development of a method of identifying and tracking Tier 1, 2 and 3 students </p>

	<p>Monitoring Using the Improvement Cycle Review of progress using the FISO Improvement Cycle Consult with relevant staff, students and community members to identify barriers/enablers to progress Collect and analyse school wide data on behaviour (Green points, UBRs etc)</p>
<p>Outcomes</p>	<p>Students</p> <ul style="list-style-type: none"> - Have a comprehensive understanding of School Values and refer to behavioural matrix - Feel rewarded for desired behaviours in line with School Values - Feel supported to achieve behavioural goals (where applicable) - Engage in SWPBS Values lessons in class at least once a term - Understand the purpose of whole school and individual rewards <p>Staff</p> <ul style="list-style-type: none"> - Regularly reference Values in teaching and learning - Create and maintain a visual data set of student rewards in classrooms - Reference School Values at assembly awards, reports and communication home - Actively teach Values lessons as part of whole school teaching and learning plan - Engage in SSG/Behavioural Support Meetings with parents and leaders for identified students - Track and monitor behaviour of all students and access appropriate support when needed <p>Leaders</p> <ul style="list-style-type: none"> - Actively contribute to SWPBS meetings - Reinforce School Values at assemblies, in newsletter, on facebook and on the school website - Regularly attend behavioural support meetings/SSGs - Liaise with appropriate Departmental staff where required - Monitor whole school behaviour data (Green Points, ATSS, Parent Opinion, Staff Opinion)
<p>Success Indicators</p>	<p>The success of this KIS will be measured by:</p> <ul style="list-style-type: none"> - SWPBS data (Green Points, individual reward students) - Monitoring and tracking Tier 2 and 3 students - ATSS Data - Parent Opinion and Staff Opinion Survey Data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create Respectful Relationships implementation team with representation from all PLTs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide further Professional Development to all staff on SWPBS framework.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Further Audit and develop SWPBS Values lessons across PLTs	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participation in Resilience Project in conjunction with Ararat Community...	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop and implement targeted Behaviour Support Plans for Tier 3 students.	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Audit and create teaching and learning experiences for students linking Respectful Relationships Outcomes with SWPBS.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Complete whole school Respectful Relationships Baseline Assessment and Action Plan with RR Lead Team.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop a safe, and caring learning community, which supports the academic, social and emotional development of all students.			
12 Month Target 3.1	<p>Maintain Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Teacher-Student Relations: Effort and Teacher Concern, all sub domains of Learner Characteristics and Disposition, and all sub domains of School Safety at or above the 50th percentile.</p> <p>Increase the Student Attitudes to School Survey Year 4, Year 5 and Year 6 mean factor scores for Teacher-Student Relations: High Expectations for Success to be above the 50th percentile.</p> <p>Student absences will decrease to be either at or below state means.</p>			
KIS 1 Empowering students and building school pride	<p>Develop whole school initiatives that improve student attendance.</p> <p>Build the collective efficacy of teachers to support student to develop effective and challenging learning goals and self-assess their progress.</p>			
Actions	<p>Workforce Planning Continue to develop a 'distributive leadership model' throughout the school with the formulation of a School Improvement Team. Leading teacher to continue to manage SWPBS and wellbeing role</p> <p>Strategic Resource Management Allocate resources to SWPBS and Respectful Relationships Investigate systems to better track and monitor student attendance data at an individual, class and whole school level Continue to promote the importance of attendance at school via the school newsletter, facebook page and website.</p>			

	<p>Professional Learning Develop a professional learning plan that prioritises the work of:</p> <ul style="list-style-type: none"> - Developing and implementing an Attendance Improvement Plan for students - Monitoring and tracking student attendance data - Developing Individual Learning Plans for students achieving way above/below expected level - Cultural Support Plans for ATSI Students - Further refining student learning goals and empowering students to self assess against them <p>Monitoring Using the Improvement Cycle Consult with relevant staff, students and community members to identify barriers/enablers to progress Use the FISO Improvement Cycle to monitor progress Regularly track and monitor school attendance data</p>
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Regularly attend school with clearly identified learning goals - Can vocalise current learning/behavioural goals and know the steps to achieving them - View school as a positive and important aspect of their lives - Understand the impact of poor attendance - Have access to supports to improve attendance where needed (Attendance Support Plan) <p>Staff</p> <ul style="list-style-type: none"> - Regularly monitor and track student attendance data - Regularly set challenging and achievable learning goals for students - Use SWPBS framework to create and sustain a positive learning environment for students - Implement Attendance Support Plans for students in need - Work with parents to promote the importance of attendance <p>Leaders</p> <ul style="list-style-type: none"> - Regularly communicate and promote the importance of good attendance at school - Oversee attendance plans for selected students - Attend attendance support plan meetings with staff, parents and DET staff (where applicable) - Liaise with appropriate Departmental staff for support with attendance
Success Indicators	<p>The success of this KIS will be measured by:</p> <ul style="list-style-type: none"> - Student attendance data - Student ATSS Data

- Student focus group interviews				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop frameworks to identify and track Tier 1, Tier 2 and Tier 3 students with regard to attendance data	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Develop student attendance support plans for students in Tier 3.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase promotion of the importance of good school attendance in school Newsletter, Facebook Page and Website.	<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
Further develop reward systems for students with good attendance	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$110,000.00	\$110,000.00
Additional Equity funding	\$20,000.00	\$20,000.00
Grand Total	\$130,000.00	\$130,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop and implement targeted peer observation cycle with specific focus on consistency of Instructional Practice.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
Evaluate and re-design Assessment Schedule to reflect purposes of assessment	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Provision of Speech Pathologist (3.5 days per fortnight)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
Further resource classroom libraries across the school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$25,000.00	\$25,000.00

Provision of Numeracy Intervention specialist (Extension Program)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Ensure Literacy and Numeracy leaders are appointed and empowered within the school.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Provide Professional Development to all staff in key areas of Literacy and Numeracy.	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	\$15,000.00	\$15,000.00
Totals			\$110,000.00	\$110,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provision of funds to purchase Literacy Intervention Program (Sounds Write) with professional development Provision for sensory materials to support students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$20,000.00	\$20,000.00
Totals			\$20,000.00	\$20,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Participation in Primary Maths Specialist Initiative	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Further refine and implement PLC Inquiry Cycle as part of weekly meeting timetable	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> On-site
Curriculum Day Term 1 will be dedicated to developing Writing Instructional Model and Visual Writing Continuum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Develop and implement targeted peer observation cycle with specific focus on consistency of Instructional Practice.	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site

Provide Professional Development to all staff in key areas of Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement 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"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Provide further Professional Development to all staff on SWPBS framework.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Provision of SWPBS and Respectful Relationships information session with support from Region.	<input checked="" type="checkbox"/> On-site
Further Audit and develop SWPBS Values lessons across PLTs	<input checked="" type="checkbox"/> All Staff	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"/> On-site
Audit and create teaching and learning experiences for students linking Respectful Relationships Outcomes with SWPBS.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<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"/> Departmental resources RR/SWPBS Staff	<input checked="" type="checkbox"/> On-site