

# 2021 Annual Implementation Plan

## for improving student outcomes

Bacchus Marsh Primary School (0028)



Submitted for review by Melinda Williams (School Principal) on 22 February, 2021 at 09:24 PM

Endorsed by Phonse Crawford (Senior Education Improvement Leader) on 23 February, 2021 at 04:48 PM

Endorsed by Lachlan Hodgson (School Council President) on 25 February, 2021 at 11:06 AM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	Due to COVID and Remote Learning phases in 2021 it has been challenging to drive and deliver against our FISO Continua of Practice. Our partnership with Simon Dewar at Real Schools has been developing and his on-site support between Remote Learning 1 and 2 has supported the development of restorative practices. We commenced some Vision and Values work with our teams and our students and will re-commit to this work in 2021. Curriculum Planning and assessment will be further developed in 2021 as we return to our focus on Proficiencies in Mathematics and Problem Based Inquiry Learning. Similarly in Literacy, our work on Phonics/Phonemic Awareness will be embedded through our alliance with the Literacy Collective at Foundation and Year 1. Reading and Writing processes will be embedded through further exploration and application within the Workshop Model.
<b>Considerations for 2021</b>	We have met with our SEIL, Phonse Crawford, and will structure our 2021 AIP around the three mandated priority areas whilst not losing the essence of our 2020 AIP.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve literacy and numeracy growth for all students
<b>Target 2.1</b>	<p><b>By 2023, each child achieve one year's growth or more annually in English and Maths (Teacher Judgements)</b></p> <p>Reading &amp; Viewing Prep, 97%, Year 1, 90%, Year 2, 79%, Year 3, 88%, Year 4, 88%, Year 5, 85%, Year 6, 82%</p> <p>Speaking &amp; Listening Prep, 92%, Year 1, 79%, Year 2, 82%, Year 3, 96%, Year 4, 93%, Year 5, 86%, Year 6, 89%</p> <p>Writing Prep, 96%, Year 1, 83%, Year 2, 82%, Year 3, 83%, Year 4, 93%, Year 5, 76%, Year 6, 71%</p>

<p><b>Target 2.2</b></p>	<p>For each year of the review period, 80% or more students will achieve medium and high growth in reading and numeracy (NAPLAN)</p> <p>Reading - move from 83% 2019 to 88%</p> <p>Numeracy - move from 85% 2019 to 90%</p> <p>Writing - move from 80% 2019 to 85%</p> <p>Spelling - move from 75% 2019 to 85%</p> <p>Grammar &amp; Punctuation - move from 84% 2019 to 89%</p>
<p><b>Target 2.3</b></p>	<p>By 2023, decrease the percentage of students in the bottom two bands from:</p> <ul style="list-style-type: none"> <li>• Reading Year 3: 11% (2019) to 8%</li> <li>• Reading Year 5: 9% (2019) to 6%</li> <li>• Writing Year 3: 3% (2019) to 3%</li> <li>• Writing Year 5: 11% (2019) to 8%</li> <li>• Numeracy Year 3: 10% (2019) to 8%</li> <li>• Numeracy Year 5: 10% (2019) to 8%</li> </ul>
<p><b>Target 2.4</b></p>	<p>By 2023, increase the percentage of students in the top two bands from:</p> <ul style="list-style-type: none"> <li>• Reading Year 3: 59% (2019) to 62%</li> <li>• Reading Year 5: 45% (2019) to 50%</li> <li>• Writing Year 3: 44% (2019) to 55%</li> <li>• Writing Year 5: 21% (2019) to 40%</li> <li>• Numeracy Year 3: 39% (2019) to 50%</li> <li>• Numeracy Year 5: 42% (2019) to 50%</li> </ul>

<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to inform, plan and teach at a student's point of need
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	Build instructional leadership capability of all staff to lead and develop a culture of continuous improvement
<b>Goal 3</b>	Develop student voice and agency in learning
<b>Target 3.1</b>	By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% (2019) to 75%
<b>Target 3.2</b>	By 2023, increase positive parent endorsement in the Parent Opinion Survey: student voice and agency from 82% (2019) to 87%
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Build a shared understanding of student voice and agency within the BMPS vision for learning
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	Embed student voice and agency in the instructional model to individualise learning
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Develop student and teacher capability to activate student voice and agency through reflection and feedback
<b>Goal 4</b>	Embed a positive psychology approach to develop student personal social and emotional capability

<b>Target 4.1</b>	<p>By 2023, improve positive student endorsement in Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• stimulated learning from 81% (2019) to 88%</li> <li>• sense of confidence from 79% (2019) to 85%</li> <li>• managing bullying from 83% (2019) to 90%</li> <li>• sense of resilience from 83% (2019) to 88%</li> <li>• connectedness from 84% (2019) to 90%</li> </ul>
<b>Target 4.2</b>	<p>By 2023, improve positive staff endorsement in Staff Survey:</p> <ul style="list-style-type: none"> <li>• collective efficacy from 71% (2019) to 78%</li> <li>• academic emphasis from 71% (2019) to 76%</li> <li>• teacher collaboration (school climate) from 64% (2019) to 70%</li> <li>• teacher collaboration (collaborate to plan curriculum) 87% (2019) 92%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Curriculum planning and assessment	Implement a positive education curriculum
<b>Key Improvement Strategy 4.b</b> Vision, values and culture	Review and refine BMPS vision and values
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Develop and implement a clear and consistent approach to student management

## 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> <p>1. Learning Catch-Up and Extension - our aim here is to use our Numeracy and Literacy goals to address our aim of meeting students at their individual points of need and achieving or exceeding 12 months learning growth for all students.</p> <p>2. Happy, Active and Healthy Kids - working on our Restorative Practices in concert with our Positive Education Curriculum (PEEC) and our work on the development of Student Voice, will be a seamless ongoing focus in this priority area.</p> <p>3. Connected Schools - our aim in this area is to improve School Attendance through enhanced strategies, including authentic connection to priorities 1 and 2 above in partnership with a designated support professional from Central Highlands Student Support Services.</p>
Improve literacy and numeracy growth for all students	Yes	<b>By 2023, each child achieve one year's growth or more annually in English and Maths (Teacher Judgements)</b>	<p>Reading &amp; Viewing Prep, 97%, Year 1, 90%, Year 2, 79%, Year 3, 88%, Year 4, 88%, Year 5, 85%, Year 6, 82%</p> <p>Speaking &amp; Listening Prep, 92%, Year 1, 79%, Year 2, 82%, Year 3, 96%, Year 4,</p>



		<p>Reading &amp; Viewing Prep, 97%, Year 1, 90%, Year 2, 79%, Year 3, 88%, Year 4, 88%, Year 5, 85%, Year 6, 82%</p> <p>Speaking &amp; Listening Prep, 92%, Year 1, 79%, Year 2, 82%, Year 3, 96%, Year 4, 93%, Year 5, 86%, Year 6, 89%</p> <p>Writing Prep, 96%, Year 1, 83%, Year 2, 82%, Year 3, 83%, Year 4, 93%, Year 5, 76%, Year 6, 71%</p>	<p>93%, Year 5, 86%, Year 6, 89%</p> <p>Writing Prep, 96%, Year 1, 83%, Year 2, 82%, Year 3, 83%, Year 4, 93%, Year 5, 76%, Year 6, 71%</p>
		<p>For each year of the review period, 80% or more students will achieve medium and high growth in reading and numeracy (NAPLAN)</p> <p>Reading - move from 83% 2019 to 88%</p> <p>Numeracy - move from 85% 2019 to 90%</p> <p>Writing - move from 80% 2019 to 85%</p> <p>Spelling - move from 75% 2019 to 85%</p> <p>Grammar &amp; Punctuation - move from 84% 2019 to 89%</p>	<p>Reading - move from 83% 2019 to 88%</p> <p>Numeracy - move from 85% 2019 to 90%</p> <p>Writing - move from 80% 2019 to 85%</p> <p>Spelling - move from 75% 2019 to 85%</p> <p>Grammar &amp; Punctuation - move from 84% 2019 to 89%</p>
		<p>By 2023, decrease the percentage of students in the bottom two bands from:</p> <ul style="list-style-type: none"> <li>• Reading Year 3: 11% (2019) to 8%</li> <li>• Reading Year 5: 9% (2019) to 6%</li> <li>• Writing Year 3: 3% (2019) to 3%</li> <li>• Writing Year 5: 11% (2019) to 8%</li> <li>• Numeracy Year 3: 10% (2019) to 8%</li> </ul>	<p>Reading Year 3: 11% (2019) to 8%</p> <p>Reading Year 5: 9% (2019) to 6%</p> <p>Writing Year 3: 3% (2019) to 3%</p> <p>Writing Year 5: 11% (2019) to 8%</p> <p>Numeracy Year 3: 10% (2019) to 8%</p> <p>Numeracy Year 5: 10% (2019) to 8%</p>

		<ul style="list-style-type: none"> <li>Numeracy Year 5: 10% (2019) to 8%</li> </ul>	
		<p>By 2023, increase the percentage of students in the top two bands from:</p> <ul style="list-style-type: none"> <li>Reading Year 3: 59% (2019) to 62%</li> <li>Reading Year 5: 45% (2019) to 50%</li> <li>Writing Year 3: 44% (2019) to 55%</li> <li>Writing Year 5: 21% (2019) to 40%</li> <li>Numeracy Year 3: 39% (2019) to 50%</li> <li>Numeracy Year 5: 42% (2019) to 50%</li> </ul>	<p>Reading Year 3: 59% (2019) to 62%</p> <p>Reading Year 5: 45% (2019) to 50%</p> <p>Writing Year 3: 44% (2019) to 55%</p> <p>Writing Year 5: 21% (2019) to 40%</p> <p>Numeracy Year 3: 39% (2019) to 50%</p> <p>Numeracy Year 5: 42% (2019) to 50%</p>
Develop student voice and agency in learning	Yes	By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% (2019) to 75%	By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% (2019) to 75%
		By 2023, increase positive parent endorsement in the Parent Opinion Survey: student voice and agency from 82% (2019) to 87%	By 2023, increase positive parent endorsement in the Parent Opinion Survey: student voice and agency from 82% (2019) to 87% (2021)
Embed a positive psychology approach to develop student personal social and emotional capability	Yes	<p>By 2023, improve positive student endorsement in Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>stimulated learning from 81% (2019) to 88%</li> <li>sense of confidence from 79% (2019) to 85%</li> <li>managing bullying from 83% (2019) to 90%</li> <li>sense of resilience from 83% (2019) to 88%</li> </ul>	<p>By 2023, improve positive student endorsement in Attitudes to School Survey:</p> <p>2021 targets</p> <p>stimulated learning from 81% (2019) to 88%</p> <p>sense of confidence from 79% (2019) to</p>

		<ul style="list-style-type: none"> <li>connectedness from 84% (2019) to 90%</li> </ul>	85% managing bullying from 83% (2019) to 90% sense of resilience from 83% (2019) to 88% connectedness from 84% (2019) to 90%
		By 2023, improve positive staff endorsement in Staff Survey: <ul style="list-style-type: none"> <li>collective efficacy from 71% (2019) to 78%</li> <li>academic emphasis from 71% (2019) to 76%</li> <li>teacher collaboration (school climate) from 64% (2019) to 70%</li> <li>teacher collaboration (collaborate to plan curriculum) 87% (2019) 92%</li> </ul>	By 2023, improve positive staff endorsement in Staff Survey: 2021 targets collective efficacy from 71% (2019) to 78% academic emphasis from 71% (2019) to 76% teacher collaboration (school climate) from 64% (2019) to 70% teacher collaboration (collaborate to plan curriculum) 87% (2019) 92%

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	1. Learning Catch-Up and Extension - our aim here is to use our Numeracy and Literacy goals to address our aim of meeting students at their individual points of need and achieving or exceeding 12 months learning growth for all students. 2. Happy, Active and Healthy Kids - working on our Restorative Practices in concert with our Positive Education Curriculum (PEEC) and our work on the development of Student Voice, will be a seamless ongoing focus in this priority area. 3. Connected Schools - our aim in this area is to improve School Attendance through enhanced strategies, including authentic connection to priorities 1 and 2 above in partnership with a designated support professional from Central Highlands Student Support Services.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	Improve literacy and numeracy growth for all students	
<b>12 Month Target 2.1</b>	Reading & Viewing Prep, 97%, Year 1, 90%, Year 2, 79%, Year 3, 88%, Year 4, 88%, Year 5, 85%, Year 6, 82% Speaking & Listening Prep, 92%, Year 1, 79%, Year 2, 82%, Year 3, 96%, Year 4, 93%, Year 5, 86%, Year 6, 89% Writing Prep, 96%, Year 1, 83%, Year 2, 82%, Year 3, 83%, Year 4, 93%, Year 5, 76%, Year 6, 71%	
<b>12 Month Target 2.2</b>	Reading - move from 83% 2019 to 88% Numeracy - move from 85% 2019 to 90% Writing - move from 80% 2019 to 85% Spelling - move from 75% 2019 to 85% Grammar & Punctuation - move from 84% 2019 to 89%	

<b>12 Month Target 2.3</b>	Reading Year 3: 11% (2019) to 8% Reading Year 5: 9% (2019) to 6% Writing Year 3: 3% (2019) to 3% Writing Year 5: 11% (2019) to 8% Numeracy Year 3: 10% (2019) to 8% Numeracy Year 5: 10% (2019) to 8%	
<b>12 Month Target 2.4</b>	Reading Year 3: 59% (2019) to 62% Reading Year 5: 45% (2019) to 50% Writing Year 3: 44% (2019) to 55% Writing Year 5: 21% (2019) to 40% Numeracy Year 3: 39% (2019) to 50% Numeracy Year 5: 42% (2019) to 50%	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to inform, plan and teach at a student's point of need	Yes
<b>KIS 2</b> Instructional and shared leadership	Build instructional leadership capability of all staff to lead and develop a culture of continuous improvement	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Improving Literacy and Numeracy growth is an ongoing focus for us and inherent in this goal is the KIS: To build teacher capability to utilize data and a range of assessment strategies to inform, plan and teach at a student's point of need. Within our FISO Continua of Practice Self-Evaluation, we are looking at moving from Evolving to Embedding through the use of formative assessment evidence to inform curriculum planning and differentiate teaching and learning. Documentation of the curriculum plan in the form of developmental learning sequences, collaborative cohort and classroom planning is still the work of the PLCs. Planning is also being aligned with The Workshop Model in terms of developing consistency around the planning process. Work on the development of quality formative assessment approaches will be continued across the curriculum. PLC support from Paula Sprague, Professional Learning Community Manager has been sought for 2021.	
<b>Goal 3</b>	Develop student voice and agency in learning	
<b>12 Month Target 3.1</b>	By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% (2019) to 75%	

<b>12 Month Target 3.2</b>	By 2023, increase positive parent endorsement in the Parent Opinion Survey: student voice and agency from 82% (2019) to 87% (2021)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Vision, values and culture	Build a shared understanding of student voice and agency within the BMPS vision for learning	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Embed student voice and agency in the instructional model to individualise learning	Yes
<b>KIS 3</b> Empowering students and building school pride	Develop student and teacher capability to activate student voice and agency through reflection and feedback	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.	As part of our School Review 2019-2023, we have made a commitment to developing student voice, agency and engagement in the service of activating and empowering student learning. Within our FISO Continua of Practice Self-Evaluation, we are looking at moving from Evolving to Embedding under the Positive Climate for Learning priority through the manner in which we activate student voice, agency and leadership. We see the use of our Inquiry Pedagogy combined with the Workshop Model as tools to activate student voice and agency. We are also looking to include student voice more actively in decision-making regarding planning and improvement with links to our PLTs, school council and staff employment.	
<b>Goal 4</b>	Embed a positive psychology approach to develop student personal social and emotional capability	
<b>12 Month Target 4.1</b>	By 2023, improve positive student endorsement in Attitudes to School Survey: 2021 targets stimulated learning from 81% (2019) to 88% sense of confidence from 79% (2019) to 85% managing bullying from 83% (2019) to 90% sense of resilience from 83% (2019) to 88% connectedness from 84% (2019) to 90%	

<b>12 Month Target 4.2</b>	By 2023, improve positive staff endorsement in Staff Survey: 2021 targets collective efficacy from 71% (2019) to 78% academic emphasis from 71% (2019) to 76% teacher collaboration (school climate) from 64% (2019) to 70% teacher collaboration (collaborate to plan curriculum) 87% (2019) 92%	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Implement a positive education curriculum	
<b>KIS 2</b> Vision, values and culture	Review and refine BMPS vision and values	
<b>KIS 3</b> Setting expectations and promoting inclusion	Develop and implement a clear and consistent approach to student management	
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.	As we move into our third year of the Positive Education Enhanced Curriculum (PEEC) and our second year of the strategic alliance with Simon Dewar at Real Schools, we want to embed these principles as the corner-stone of Student Wellbeing at BMPS. We see them as integral to the review and refinement of our vision and values. They also support our commitment to authentic student voice, agency and empowerment. Through the Learn Live Teach and Embed cycle within Positive Psychology and the restorative practice principles within our Real Schools alliance we believe we can support all of our stakeholders to develop personal, social and emotional capability.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<ol style="list-style-type: none"> <li>1. Learning Catch-Up and Extension - our aim here is to use our Numeracy and Literacy goals to address our aim of meeting students at their individual points of need and achieving or exceeding 12 months learning growth for all students.</li> <li>2. Happy, Active and Healthy Kids - working on our Restorative Practices in concert with our Positive Education Curriculum (PEEC) and our work on the development of Student Voice, will be a seamless ongoing focus in this priority area.</li> <li>3. Connected Schools - our aim in this area is to improve School Attendance through enhanced strategies, including authentic connection to priorities 1 and 2 above in partnership with a designated support professional from Central Highlands Student Support Services.</li> </ol>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Whole School Level:</p> <ul style="list-style-type: none"> <li>-Professional Learning enrichment for PLT leaders requested from Central Highlands PLC Management.</li> <li>-Develop a whole-school approach to pre and post testing of literacy and numeracy for the purpose of monitoring growth in all students and identifying those to receive additional support.</li> <li>-Additional support to be provided through our Tutor Program staff - Literacy and Numeracy.</li> <li>-Maintain PLT structures to support teacher collaboration and reflection to strengthen teaching practice and ensure differentiation. Tutor Program staff - Literacy and Numeracy to be included in team collaboration and reflection.</li> <li>-Ensure collaborative planning time for 'sequences of learning' with a focus on differentiation that connects directly with PLT data discussions and instructional strategies. Additional support from Tutor Program staff - Literacy and Numeracy</li> <li>-Whole school to consistently reconnect to our understanding of 'differentiation'</li> <li>-New Staff induction to pedagogical and instructional practices</li> </ul> <p>Classroom Level:</p> <ul style="list-style-type: none"> <li>-Embed consistent approaches to formative assessment and frequent low-stakes assessment.</li> <li>-Workshop Model rigor in all classrooms</li> <li>-Learning Walks to highlight and promote consistency in Workshop Model formative practices and illuminate student voice and agency in their learning.</li> <li>-Students articulating individual learning goals</li> </ul> <p>Individual and Tailored Level:</p>



	<ul style="list-style-type: none"> <li>-Pre and Post testing evidence, regular learning reflections and attendance data kept as a discrete set of data on students receiving extra intervention.</li> <li>-Tutor Program - (Literacy and Numeracy) supporting targeted students with ILPs and weekly extra intervention and enrichment.</li> <li>-All Tutor Program work to be carried out in partnership with PLTs and classroom teachers.</li> </ul>
<p><b>Outcomes</b></p>	<p>Whole School Level:</p> <ul style="list-style-type: none"> <li>-PLTs engaged and excited by the challenge due to instructional model clarity</li> <li>-Teachers consistently and explicitly implementing the school's instructional model</li> <li>-Leadership and PLT monitoring of progress using data walls</li> <li>-Students active in their understanding of how and why lessons are structured and how this is supporting their learning</li> </ul> <p>Classroom Level: (including our Tutor Program - (Literacy and Numeracy))</p> <ul style="list-style-type: none"> <li>-Teachers will provide regular explicit feedback to students</li> <li>-Students will provide regular explicit feedback to teachers</li> <li>-Differentiated resources and strategies will be explicit for all students.</li> </ul> <p>Individual and Tailored Level:</p> <ul style="list-style-type: none"> <li>-Tutor Program - (Literacy and Numeracy) will be implemented by designated staff</li> <li>-Student attendance and efficacy will be enhanced through their active involvement in goal development and achievement</li> <li>-Classroom teacher knowledge and skill will be enhanced through the Tutor Program collaboration</li> <li>-Parents &amp; carers will be involved as partners in the academic development of their children through conversations, workshops, ILP development and monitoring and 3 way celebrations.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Whole School Level: (Leadership lens)</p> <ul style="list-style-type: none"> <li>-Teachers' formative assessment data, teacher judgement data &amp; targeted data walls.</li> <li>-Classroom observations and learning walks evidencing formative assessment through our instructional model along with student voice and agency.</li> <li>-Student feedback on differentiation, the instructional model and their voice. (What am I learning? How am I going? How do I know? What are my next steps?)</li> </ul>

	<p>Classroom Level: (Teacher and Tutor lens)</p> <ul style="list-style-type: none"> <li>-Documentation and data from formative and summative assessments</li> <li>-Differentiated curriculum planning documents (Lesson and unit plans)</li> <li>-PLT planners and evidence of meeting minutes, actions and outcomes</li> <li>-Portfolio learning samples carefully thought about and selected to highlight growth and student learning progression</li> </ul> <p>(Student lens)</p> <ul style="list-style-type: none"> <li>-Student feedback on differentiation, the instructional model and their voice. (What am I learning? How am I going? How do I know? What are my next steps?)</li> <li>-Formal Portfolio learning samples (pre and post)</li> <li>-Weekly informal learning feedback from my teacher/s and to my teacher/s</li> <li>-Record/evidence of individual learning goals</li> </ul> <p>Individual and Tailored Level: (Teacher and Tutor lens)</p> <ul style="list-style-type: none"> <li>-Pre and post data used within the formal Tutor Program</li> <li>-Lesson and 'sequence of learning' planning including annotated learning samples and moderated assessment samples</li> <li>-Progress against Individual Education Plans</li> <li>-ILP/SSG meeting minutes and COMPASS notes referencing the home school partnership</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support Engage with parents/carers to ensure appropriate supports Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Whole School Level:</p> <ul style="list-style-type: none"> <li>-Appoint a Chaplain/Counsellor (1-2 days)</li> <li>-Conclude our review and confirm our values and school wide statement of intent (vision and mission)</li> <li>-Document our (1 page) school wide positive approach to student management and wellbeing (whole school engagement plan) through a restorative lens with the support of our 'real schools' partnership.</li> <li>-Build staff capacity to collect, analyse, monitor and respond to student engagement data</li> <li>-Peer Mediators will be trained at Year 5 and 6 to support school wide positive behaviours</li> <li>-Parent and community event promoting our 'restorative approach' to student management.</li> <li>-New staff induction to restorative practices</li> </ul> <p>Classroom Level:</p> <ul style="list-style-type: none"> <li>-Enact our 1 page school wide approach to student management and wellbeing</li> <li>-Collect, analyse, monitor and respond to student engagement data</li> </ul> <p>Individual and Tailored Level:</p> <ul style="list-style-type: none"> <li>-Target counselling/chaplaincy support for individual students and families, including small group intervention in the areas of friendship development, conflict resolution and self control/anger management.</li> <li>-Peer Mediation/mentoring in the areas of self-control, problem solving and social skills</li> <li>-Continue to build relationships and engage with families of at-risk students including daily check-ins and strong connection with a 'significant other' for at-risk students.</li> <li>-Wellbeing Assistant Principals will manage the coordination of PSD, including challenging behaviours support through weekly timetables communicated to staff and weekly meetings of the Education Support Team to ensure common understanding and</li> </ul>			

	consistent application of our whole school engagement plan.			
<b>Outcomes</b>	<p>Whole School Level: (Leadership -Common understanding of a whole school approach through documented plan</p> <p>Classroom Level: -Common Understanding of a whole school approach through documented plan</p> <p>Individual and Tailored Level: -Common Understanding of a whole school approach through documented plan -Process for referring students at academic risk will be confirmed and enacted -Weekly meetings of Education Support staff to enhance communication, knowledge, skill, common expectation along with acknowledgement and celebration of their work. -Enhanced connection of families to allied health and mental health services</p>			
<b>Success Indicators</b>	<p>-Documented 1 page plan informing our school wide positive approach -PLT and ES Team minutes as evidence of staff development in collecting, analysing, monitoring and responding to student engagement data. -Feedback from parents following our whole school restorative practice engagement opportunities in Term 1 and early Term 2</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,283.00  <input checked="" type="checkbox"/> Equity funding will be used
Consult with staff on monitoring and referral processes Document an agreed processes and feedback on these	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions Establish clear referral processes Provide staff with opportunities to understand first response strategies, when to use the referral process	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Whole School Level: -Strengthen and embed our school-wide approach to communication with parents/carers/kin with a particular focus on attendance -Communication to be made available through our website as well as COMPASS  Classroom Level: -Classroom teachers engaging proactively with attendance strategies for ALL students  Individual and Tailored Level: -Develop a plan in partnership with Central Highlands Student Services to increase the engagement of students, parents, carers or kin that are currently difficult to reach.			
<b>Outcomes</b>	Whole School Level: -Improved attendance and connectedness data  Classroom Level: -Improved attendance, connectedness and academic and social-emotional development  Individual and Tailored Level: -Enhanced relationships with students, their parents, carers or kin with teachers, tutors, education support staff and wellbeing staff leading to enhanced attendance, connectedness and academic and social-emotional development.			

<b>Success Indicators</b>	-Attendance data -Attendance in intervention/tailored support programs -Whole school surveys (SSS, AToSS) -Student survey data (internal and AToSS) -Number of referrals, documented outcomes of student referral meetings			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Strengthen relationships with external support networks and agencies, early learning centres and community organisations	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Prioritise collaboration time in PLTs and share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve literacy and numeracy growth for all students			
<b>12 Month Target 2.1</b>	Reading & Viewing Prep, 97%, Year 1, 90%, Year 2, 79%, Year 3, 88%, Year 4, 88%, Year 5, 85%, Year 6, 82%  Speaking & Listening Prep, 92%, Year 1, 79%, Year 2, 82%, Year 3, 96%, Year 4, 93%, Year 5, 86%, Year 6, 89%			

	Writing Prep, 96%, Year 1, 83%, Year 2, 82%, Year 3, 83%, Year 4, 93%, Year 5, 76%, Year 6, 71%
<b>12 Month Target 2.2</b>	Reading - move from 83% 2019 to 88% Numeracy - move from 85% 2019 to 90% Writing - move from 80% 2019 to 85% Spelling - move from 75% 2019 to 85% Grammar & Punctuation - move from 84% 2019 to 89%
<b>12 Month Target 2.3</b>	Reading Year 3: 11% (2019) to 8% Reading Year 5: 9% (2019) to 6% Writing Year 3: 3% (2019) to 3% Writing Year 5: 11% (2019) to 8% Numeracy Year 3: 10% (2019) to 8% Numeracy Year 5: 10% (2019) to 8%
<b>12 Month Target 2.4</b>	Reading Year 3: 59% (2019) to 62% Reading Year 5: 45% (2019) to 50% Writing Year 3: 44% (2019) to 55% Writing Year 5: 21% (2019) to 40% Numeracy Year 3: 39% (2019) to 50% Numeracy Year 5: 42% (2019) to 50%
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to inform, plan and teach at a student's point of need
<b>Actions</b>	Development of 'non-negotiable' components of teacher planning in line with the elements of The Workshop Model. Further embed the FISO Improvement Cycle at the PLT Level to use data sets to inform collaborative curriculum planning.
<b>Outcomes</b>	Greater consistency, accountability and transparency in teacher planning accessible in the BMPS shared google drive in support of day to day planning using The Workshop instructional model where teachers see the direct impact on student outcomes by planning in this way.

	<p>Students are met at their point of need more consistently resulting in more engagement in, and with their learning. Sequences of learning are used to inform and support the setting of student goals.. Students are able to articulate answers to the following: What are you learning? How are you going? How do you know? What are your next steps?</p>			
<b>Success Indicators</b>	<p>Evidence of teacher planning across Foundation to Grade 6 meeting this criteria as sampled by PLT Leaders from the share drive each term. Increase positive student endorsement of Student Voice and Agency (in the AtSS) from 64% (2019) to 70% (2020).</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Audit of teacher planning in Week 4 and 5 of each term against non-negotiables (success criteria) for sharing at PLT Leaders Meeting. Bringing planning documents to the table	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Leadership presence at PLT meetings to support the application of the FISO Improvement Cycle.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLT Leader professional learning per semester to support this KIS	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Develop student voice and agency in learning			
<b>12 Month Target 3.1</b>	By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% (2019) to 75%			



<b>12 Month Target 3.2</b>	By 2023, increase positive parent endorsement in the Parent Opinion Survey: student voice and agency from 82% (2019) to 87% (2021)			
<b>KIS 1</b> Vision, values and culture	Build a shared understanding of student voice and agency within the BMPS vision for learning			
<b>Actions</b>	Build a 'child-centered' version of the Instructional Model in collaboration with our students Build shared teacher understanding of student agency as 'the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.'			
<b>Outcomes</b>	Students have a clear sense of learning pathways, sequences and opportunities for voice, choice and agency in their learning. Students will be able to articulate responses to the four key questions related to their learning program. Authentic student inquiries support the enactment of student voice and agency.			
<b>Success Indicators</b>	The development of the 'student friendly version' of the instructional model. Students can respond to the four key questions regarding their learning. Continued development of action focused inquiries which are made public by our students. At least one inquiry per year has a public action focus.  By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% in 2019 to 75% in 2021.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
SWIVL technology will be used to capture teacher practice and student learning interactions individually and during PLT time as evidence of student voice and agency. Peer observation and feedback routines will be developed using department resources.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

Sequences of Learning scaffolds(Bump It Up Walls/Rubrics) will be used to engage and empower individual learners in reflection for the setting of next steps in support of voice and agency.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Embed student voice and agency in the instructional model to individualise learning			
<b>Actions</b>	As above, we will develop the Student Friendly version of the BMPS Instructional Model.			
<b>Outcomes</b>	We expect to see more student engagement and investment in their own learning. Students will know the lesson design elements and will be able to be supported in setting learning goals aligned with the next steps in their journey.			
<b>Success Indicators</b>	By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% (2019) to 75%  By 2023, increase positive parent endorsement in the Parent Opinion Survey: student voice and agency from 82% (2019) to 87% (2021)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Student Friendly Version of the BMPS Instructional Model will be enacted in all classrooms.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Empowering students and building school pride	Develop student and teacher capability to activate student voice and agency through reflection and feedback			
<b>Actions</b>	Use of the reflection component of the Workshop Model to provide reflection and feedback. Formative assessment will also be developed to provide feedback in the learning moments day to day.			

<b>Outcomes</b>	This promotes student efficacy and the ability to always know - what am I learning? - how am I going? - how do I know?			
<b>Success Indicators</b>	By 2023, increase positive student endorsement in the Attitude to School Survey: student voice and agency from 64% (2019) to 75% By 2023, increase positive parent endorsement in the Parent Opinion Survey: student voice and agency from 82% (2019) to 87% (2021)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Student Voice Leaders and Student Leaders have increased input to school events and representation at School Council and ultimately to join employment panels.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Embed a positive psychology approach to develop student personal social and emotional capability			
<b>12 Month Target 4.1</b>	By 2023, improve positive student endorsement in Attitudes to School Survey: 2021 targets stimulated learning from 81% (2019) to 88% sense of confidence from 79% (2019) to 85% managing bullying from 83% (2019) to 90% sense of resilience from 83% (2019) to 88% connectedness from 84% (2019) to 90%			
<b>12 Month Target 4.2</b>	By 2023, improve positive staff endorsement in Staff Survey: 2021 targets collective efficacy from 71% (2019) to 78% academic emphasis from 71% (2019) to 76% teacher collaboration (school climate) from 64% (2019) to 70% teacher collaboration (collaborate to plan curriculum) 87% (2019) 92%			
<b>KIS 1</b> Curriculum planning and assessment	Implement a positive education curriculum			

<b>Actions</b>	PEEC (Positive Education Enhanced Curriculum) in class coaching Student Peer Mediators will be trained			
<b>Outcomes</b>	PEEC Curriculum will be seamlessly linked to classroom circles and restorative conversations Peer Mediators will model 'restorative' language in the playground			
<b>Success Indicators</b>	Yard Incidents recorded by Peer Mediators for analysis Facilitated activities by Peer Mediators recorded for impact in particular areas of the yard.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Minimum 30 minutes per week for all children explicitly engaged in social competency knowledge and skill development through PEEC	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Vision, values and culture	Review and refine BMPS vision and values			
<b>Actions</b>	Review of current vision and values to ensure alignment with current school initiatives Embed vision and values throughout the school and school community Embed second year partnership with Real Schools (Restorative Practice)			
<b>Outcomes</b>	Further clarity and consistency in whole school expectations for staff, students and the community Documentation and evidence of clarity of vision and values in teacher planning			
<b>Success Indicators</b>	Improvement in School Connectedness in AtSS from 84% (2019) to 87% (2021) Improvement in Teacher Collaboration in AtSS from 64% (2019) to 67% (2021) Evidence of vision and values embedded in school documentation (policies, planning) Whole School Expectations around vision and values developed across school from F-6 and evident in classrooms			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole staff review of vision and values and alignment with Positive Education and Restorative Practice	<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
Determine vision/values with community (school council, Compass, google forms, school events)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Continuation of Real School Partnership (including coaching from consultant, portal resources, readings etc)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Setting expectations and promoting inclusion	Develop and implement a clear and consistent approach to student management			
<b>Actions</b>	Using the reframed Vision and Values incorporating Positive Education (PEEC) and Restorative Practices, our approach to student management will be consistent across the school.			
<b>Outcomes</b>	Positive Education and Restorative approaches will impact positively on student management data and attendance.			
<b>Success Indicators</b>	We will more carefully map and specifically follow-up student attendance as well as using Compass to Chronicle P3 P3 F3 conversations and plans with students.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Chronicle entries on Compass will be made using the Restorative Practice template P3P3F3	<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
Student Behaviour Plans and allied health reports and interventions will be available on Compass for relevant children.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00  <input checked="" type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$97,783.00	\$97,783.00
Additional Equity funding	\$133,147.00	\$97,367.68
<b>Grand Total</b>	<b>\$230,930.00</b>	<b>\$195,150.68</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$15,000.00
Establish criteria for identifying students requiring individual and tailored support Engage with parents/carers to ensure appropriate supports Schedule times for individual and tailored support to occur	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,283.00	\$15,283.00

Consult with staff on monitoring and referral processes Document an agreed processes and feedback on these	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Strengthen relationships with external support networks and agencies, early learning centres and community organisations	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
PLT Leader professional learning per semester to support this KIS	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
Student Friendly Version of the BMPS Instructional Model will be enacted in all classrooms.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Student Voice Leaders and Student Leaders have increased input to school events and representation at School Council and ultimately to join employment panels.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Student training and focus groups	\$5,000.00	\$5,000.00
Determine vision/values with community (school council, Compass, google forms, school events)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Other Graphic Design - branding of vision & values	\$8,000.00	\$8,000.00
Continuation of Real School Partnership (including coaching from consultant, portal resources, readings etc)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
Student Behaviour Plans and allied health reports and interventions will be available on Compass for relevant children.	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,500.00	\$4,500.00



	to: Term 4			
<b>Totals</b>			\$97,783.00	\$97,783.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Wellbeing Assistant Principal (Embed Restorative Practice as whole school approach/ review BMP Behaviour Management Plan / introduction of Peer Mediation, including training and support of students / oversee PLT development for Education Support Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$133,147.00	\$97,367.68
<b>Totals</b>			\$133,147.00	\$97,367.68

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Establish criteria for identifying students requiring individual and tailored support Engage with parents/carers to ensure appropriate supports Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLT Leaders					
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Consult with staff on monitoring and referral processes Document an agreed processes and feedback on these	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources  Support from SSS colleagues and their ideas to expand and improve our processes.	<input checked="" type="checkbox"/> On-site
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions Establish clear referral processes Provide staff with opportunities to understand first response strategies, when to use the referral process	<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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources  Support from SSS colleagues	<input checked="" type="checkbox"/> On-site

Audit of teacher planning in Week 4 and 5 of each term against non-negotiables (success criteria) for sharing at PLT Leaders Meeting. Bringing planning documents to the table	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
SWIVL technology will be used to capture teacher practice and student learning interactions individually and during PLT time as evidence of student voice and agency. Peer observation and feedback routines will be developed using department resources.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Student Friendly Version of the BMPS Instructional Model will be enacted in all classrooms.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Whole staff review of vision and values and alignment with Positive Education and Restorative Practice	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Real Schools partnership and PEEC	<input checked="" type="checkbox"/> On-site
Continuation of Real School Partnership (including coaching from consultant, portal resources, readings etc)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Real Schools partnership with Simon Dewar	<input checked="" type="checkbox"/> On-site

<p>Chronicle entries on Compass will be made using the Restorative Practice template P3P3F3</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> External consultants Simon Dewar Real Schools</p>	<p><input checked="" type="checkbox"/> On-site</p>
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