

2020 Annual Implementation Plan

for improving student outcomes

Goonawarra Primary School (5248)



Submitted for review by Dolores Giordimaina (School Principal) on 10 February, 2020 at 12:54 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 11 February, 2020 at 12:48 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>The areas of focus for our 2019 AIP were within the Excellence in Teaching and Learning dimension of the Framework for Improving Student Outcomes, three improvement initiatives were focused on: Building Practice Excellence and Evaluating Impact of Learning and Evidence-based high impact teaching strategies After completing the self evaluation process for 2019 we have identified progress</p> <p>Excellence in teaching and learning We believe that the work that we have engaged in the area of excellence in teaching (Guided Reading and inquiry cycles) has been extremely beneficial and has a positive impact on staff capacity and student outcomes. While Guided Reading will not be a major focus for 2020, the learning will continue to be built upon in the development of the whole school instructional model.</p> <p>Professional Leadership Implementation of PLCs has continued in 2019 with a focus on inquiry cycles, increased levels of consistency across the school in PLCs and in the building of middle order leaders. The employment of the Learning Specialist has made a large</p>
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	<p>impact on building the leadership team.</p>
<p>Considerations for 2020</p>	<p>As a result of the review in 2019 and with the development of a new strategic plan commencing in 2020 the focus will be in the dimensions of Excellence in Teaching and Learning and Positive Climate for Learning. The self evaluation process and our data confirm the relevance for focus on these dimensions.</p> <p>Goal 1: To improve student learning outcomes in Reading.</p> <p>Rationale: There is a need for the development for staff curriculum knowledge, data literacy and instructional strategy. A narrow focus on reading will build a depth of knowledge and skill that will be a foundation for further learning that transfers into other curriculum areas.</p> <p>FISO:</p> <p>Priority – Excellence in Teaching and Learning</p> <p>Dimension –</p> <ul style="list-style-type: none"> • Building Practice Excellence (BPE) • Curriculum Planning and Assessment (CPA) • Evaluating Impact on Learning (EIL) <p>Goal 2: To improve student learning outcomes in Numeracy.</p> <p>Rationale: There is a need for the development for staff curriculum knowledge, data literacy and instructional strategy. A focus on numeracy will build a depth of knowledge and skill that will be a foundation for further learning that transfers into other curriculum areas.</p> <p>FISO:</p> <p>Priority – Excellence in Teaching and Learning</p> <p>Dimension -</p> <ul style="list-style-type: none"> • Building Practice Excellence (BPE) • Curriculum Planning and Assessment (CPA) • Evaluating Impact on Learning (EIL) <p>WELLBEING:</p> <p>Goal 3: To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values.</p> <p>Rationale: There are several factors in the department surveys with regard to Engagement and Wellbeing that indicate the need for attention and action.</p> <p>FISO:</p> <p>Priority: Positive Climate for Learning</p> <p>Dimension:</p>

	<ul style="list-style-type: none">• Setting Expectations and Promoting Inclusion (SEPI)• Health and Wellbeing (HW)
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes in Reading
Target 1.1	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading over a three year average from 44% (2018) to 50% (2023)
Target 1.2	Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Reading from 79% (2018) to 84% in (2023)
Target 1.3	Improve teacher judgement for Years P – 6 students achieving at and above level in Reading (Victorian Curriculum) from 87% (2018) to 92% (2023) over a three year average.
Key Improvement Strategy 1.a Building practice excellence	To embed a whole-school approach to reading
Key Improvement Strategy 1.b Evaluating impact on learning	To build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 1.c Curriculum planning and assessment	To build teachers' knowledge of curriculum and learning sequences
Key Improvement Strategy 1.d Building practice excellence	To build collaborative practice across the school
Goal 2	To improve student learning outcomes in Numeracy

Target 2.1	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy over a three year average from 35% (2018) to 40% (2023)
Target 2.2	Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Numeracy from 89% (2018) to 91% (2023)
Target 2.3	Improve teacher judgement for P – 6 students achieving above level in Number and Algebra (Victorian Curriculum) from 24% (2018) to 28% (2023) over a three year average.
Key Improvement Strategy 2.a Building practice excellence	To embed a whole-school approach to numeracy
Key Improvement Strategy 2.b Evaluating impact on learning	To build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 2.c Curriculum planning and assessment	To build teachers' knowledge of curriculum and learning sequences
Key Improvement Strategy 2.d Building practice excellence	To build collaborative practice across the school
Goal 3	To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values
Target 3.1	To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Attitudes to School Survey: <ul style="list-style-type: none"> • Sense of Connectedness from 82.5% (average) to 87% (2023)

	<ul style="list-style-type: none"> • Resilience from 78% (average) to 83% (2023) • Self-regulation and goal setting from 88% (average) to 90% (2023) • Not-experiencing Bullying from 53% (average) to 60% (2023)
Target 3.2	<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Staff School Survey:</p> <ul style="list-style-type: none"> • Trust in students and parents from 71% (average) to 75% (2023) • Trust in colleagues from 81% (average) to 85% (2023)
Target 3.3	<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 55% (average) to 61% (2023)
Key Improvement Strategy 3.a Health and wellbeing	To embed SWPBS across the curriculum in Years P – 6
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	To embed Resilience, Rights and Respectful Relationships across the curriculum in Years P – 6
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	To activate our values into the daily life of the school community

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes in Reading	Yes	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading over a three year average from 44% (2018) to 50% (2023)	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading over a three year average from 44% (2016-2018) to 46% (2020)
		Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Reading from 79% (2018) to 84% in (2023)	Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Reading from 79% (2018) to 81% in (2020)
		Improve teacher judgement for Years P – 6 students achieving at and above level in Reading (Victorian Curriculum) from 87% (2018) to 92% (2023) over a three year average.	Improve teacher judgement for Years P – 6 students achieving at and above level in Reading (Victorian Curriculum) from 87% (2018) to 89% (2020).
To improve student learning outcomes in Numeracy	No	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy over a three year average from 35% (2018) to 40% (2023)	

		Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Numeracy from 89% (2018) to 91% (2023)	
		Improve teacher judgement for P – 6 students achieving above level in Number and Algebra (Victorian Curriculum) from 24% (2018) to 28% (2023) over a three year average.	
To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values	Yes	<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 82.5% (average) to 87% (2023) • Resilience from 78% (average) to 83% (2023) • Self-regulation and goal setting from 88% (average) to 90% (2023) • Not-experiencing Bullying from 53% (average) to 60% (2023) 	<p>To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Attitudes to School Survey:</p> <p>Sense of Connectedness from 82.5% (average) to 84% (2020) Resilience from 78% (average) to 80% (2020) Self-regulation and goal setting from 88% (average) to 89% (2020) Not-experiencing Bullying from 53% (average) to 55% (2020)</p>
		<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Staff School Survey:</p> <ul style="list-style-type: none"> • Trust in students and parents from 71% (average) to 75% (2023) • Trust in colleagues from 81% (average) to 85% (2023) 	<p>To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Staff School Survey:</p> <p>Trust in students and parents from 71% (average) to 72% (2020) Trust in colleagues from 81% (average) to 82% (2020)</p>

		<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 55% (average) to 61% (2023) 	<p>To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Parent Opinion Survey:</p> <p>Not experiencing bullying from 55% (average) to 57% (2020)</p>
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Goal 1	To improve student learning outcomes in Reading	
12 Month Target 1.1	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading over a three year average from 44% (2016-2018) to 46% (2020)	
12 Month Target 1.2	Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Reading from 79% (2018) to 81% in (2020)	
12 Month Target 1.3	Improve teacher judgement for Years P – 6 students achieving at and above level in Reading (Victorian Curriculum) from 87% (2018) to 89% (2020).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To embed a whole-school approach to reading	Yes
KIS 2 Evaluating impact on learning	To build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning	Yes
KIS 3 Curriculum planning and assessment	To build teachers' knowledge of curriculum and learning sequences	No
KIS 4	To build collaborative practice across the school	Yes

Building practice excellence		
<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 self-evaluation against the FISO Continua of Practice noted that we have work to do in Excellence in Teaching and Learning. This finding was consistent with our School Staff Survey results reflecting a need to continue to build teacher confidence in using data, use and knowledge of high impact teaching strategies and an instructional model. The focus for this year will be on Reading. While our data suggests there is a need to focus on both Literacy and Mathematics as outlined in our SSP, staff capacity suggests that Reading is an ideal area for 2020. During 2019 there was a focus on Guided Reading. Through a process of auditing current practices and professional learning there has been significant shift with regard to increased consistency and teacher capacity. The next layer of work is to develop a whole school approach to reading by creating a whole school Instructional Model)through professional learning. Professional Learning Communities will be used as the vehicle to build collaborative practice across the school as well as build teacher capacity.</p>	
Goal 2	To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values	
12 Month Target 2.1	<p>To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Attitudes to School Survey:</p> <p>Sense of Connectedness from 82.5% (average) to 84% (2020) Resilience from 78% (average) to 80% (2020) Self-regulation and goal setting from 88% (average) to 89% (2020) Not-experiencing Bullying from 53% (average) to 55% (2020)</p>	
12 Month Target 2.2	<p>To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Staff School Survey:</p> <p>Trust in students and parents from 71% (average) to 72% (2020) Trust in colleagues from 81% (average) to 82% (2020)</p>	
12 Month Target 2.3	<p>To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Parent Opinion Survey:</p> <p>Not experiencing bullying from 55% (average) to 57% (2020)</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 1 Health and wellbeing	To embed SWPBS across the curriculum in Years P – 6	Yes
KIS 2 Setting expectations and promoting inclusion	To embed Resilience, Rights and Respectful Relationships across the curriculum in Years P – 6	Yes
KIS 3 Setting expectations and promoting inclusion	To activate our values into the daily life of the school community	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.	Our self-evaluation against the FISO Continua of Practice noted that we have work to do in Positive Climate for Learning. Findings from our school review indicated that there are several factors in the department surveys with regard to Engagement and Wellbeing that indicate the need for attention and action.	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Reading
12 Month Target 1.1	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading over a three year average from 44% (2016-2018) to 46% (2020)
12 Month Target 1.2	Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Reading from 79% (2018) to 81% in (2020)
12 Month Target 1.3	Improve teacher judgement for Years P – 6 students achieving at and above level in Reading (Victorian Curriculum) from 87% (2018) to 89% (2020).
KIS 1 Building practice excellence	To embed a whole-school approach to reading
Actions	<p>Goonawarra Primary School has selected the KIS to embed a whole-school approach to reading.</p> <p>Goonawarra Primary School has chosen the following actions in order to develop and embed a whole approach to reading:</p> <ul style="list-style-type: none"> Develop an agreed instructional model based on best practice Provide professional learning around the elements of the instructional model to build staff capacity and develop consistency across the school Peer observations and learning walks to be conducted to identify areas of learning needs and develop consistency Utilise PLCs and collaborative planning Staff Performance and Development goal relating to this Key Improvement strategy
Outcomes	<p>Leaders will: have worked collaboratively with staff to develop an agreed instructional model, professional learning will have been planned and delivered to staff in elements of the instructional model. Increased level of consistency across the school as a result of professional learning, instructional model, learning walks and peer observations.</p> <p>Teachers will: have an increased level of understanding the structure of the instructional model as a result of peer observations and professional learning; increased level of confidence and capacity to deliver high quality teaching in reading, use the instructional model to plan and deliver lessons, reflection of practice and utilising data to inform teaching and learning.</p> <p>Students will: be able to articulate the structure of lessons</p> <p>Parents will: demonstrate an increased level of confidence that their children are accessing consistency with regard to reading</p>

Success Indicators	<p>Leaders: professional learning slides, meeting schedule, learning walk notes, instructional model</p> <p>Teachers: demonstrate an understanding of the structure of the instructional model; peer observation and learning walk notes; use the instruction model regularly to plan and deliver lessons as evidenced in weekly planner, inquiry cycle action plans, Fountas and Pinnell data, formative assessment, attainment of PDP goal related to the Key Improvement strategy</p> <p>Students: notes from conversations with students during learning walks</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Provide intervention for students in grades 1 or 2 that are below standard through the Leveled Literacy Intervention Program. Provision of a Leveled Literacy Intervention Teacher to provide students that are below standard in reading with additional support. Students will be identified based on teacher judgement, and BAS data. Students will receive small group intervention session for 40 minutes, for approximately one semester. Regular assessments will be completed to monitor progress. Feedback, data and strategies to support within the classroom will be shared with classroom teachers.</p>	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$66,584.78 <input checked="" type="checkbox"/> Equity funding will be used
<p>Professional Learning to support building staff capacity in the area of Instructional Model in reading; utilising- Literacy Portal resources, HITS, Fountas and Pinnell Continuum. Professional Learning will be conducted at a whole school, PLC and individual level</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Peer Observations and Learning Walks conducted by staff to support the building of capacity and decreased variance in the reading hour. Each staff member will be expected to conduct a Peer observation in reading as part of their Performance and Development plan. Learning Walks will be conducted with a focus on the instructional model.</p>	<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

Further develop Professional Learning Communities through: Inquiry cycles focused on reading, weekly collaborative planning at a cohort level, professional learning for all staff as well as well PLC Leaders, learning walks and peer observations.	<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
KIS 2 Evaluating impact on learning	To build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning			
Actions	<p>Goonawarra Primary School has selected the KIS to build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning.</p> <p>Goonawarra Primary School has chosen the following actions in order to develop data literacy and ability to teach to students point of need:</p> <ul style="list-style-type: none"> Refine the current Assessment Schedule and ensure that it is consistently followed Continue to maintain and update the Fountas and Pinnell data wall Student Performance Analyser will be utilised to record and evaluate data Conduct PLC Inquiry cycles utilising agreed upon assessment strategies and data to teach to a students point of need Continue to build staff data literacy; utilising of protocols to unpack and analyse data Staff Performance and Development goals related to this Key Improvement strategy 			
Outcomes	<p>Leaders will: have worked with staff to develop an agreed assessment schedule, professional learning will have been planned and delivered to staff in unpacking and analysing data as well as assessment strategies. Leaders will observe staff utilising evidence to inform teaching and learning.</p> <p>Teachers will: have an increased level of understanding of assessment strategies, increased level of confidence and capacity to utilise data to inform teaching and learning. Staff will work collaboratively to utilise evidence to inform teaching and learning.</p> <p>Students will: be challenged in their learning at point of need</p> <p>Parents will: demonstrate an increased level of confidence that their children are accessing consistency with regard to reading.</p>			
Success Indicators	<p>Leaders: professional learning slides, data uploaded to SPA, meeting schedule and minutes.</p> <p>Teachers: demonstrate an increased understanding of assessment strategies, use of evidence to plan and deliver lessons as documented in weekly planner, inquiry cycle action plans, Fountas and Pinnell data, formative assessment, data wall updated and utilised in planning, attainment of PDP goal related to the Key Improvement strategy</p>			

Students: notes from conversations with students during learning walks

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchasing of Student Performance Analyser to support in depth tracking of student data; including projected growth over time. This data will form part of staff members Performance and Development Goals, and evidence of student achievement. Professional Learning will be provided to supports staffs ability to navigate the program and interpret SPA data.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Fountas and Pinnell data wall to be utilised during planning, meetings for robust discussions and planning purposes. Data wall will be used to track students growth and identify at risk students.	<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
Revise the assessment schedule. Support PLC Leaders to evaluate the validity of current assessments, research best practice, ensure all staff are familiar with assessment practices and measures of accountability are in place with regard to meeting deadlines. Provision of professional learning where appropriate for various assessments.	<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
Professional Learning to further develop the data literacy of staff: provision of professional learning for PLC leaders with regard to navigating and utilising SPA, provision of time in the meeting schedule for unpacking data, recording and utilising formative assessment to drive teaching and learning.	<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
Staff will engage in Inquiry cycles utilising evidence to drive teaching and learning and to improve student learning outcomes	<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

KIS 3 Building practice excellence	To build collaborative practice across the school			
Actions	<p>Goonawarra Primary School has selected the KIS to build collaborative practices across the school.</p> <p>Goonawarra Primary School has chosen the following actions in order to develop collaborative practices:</p> <ul style="list-style-type: none"> Structures and systems to support collaboration for improvement – dedicated PLC Leader meetings conducted weekly during school time led by Assistant Principal Dedicated time for PLC teams to meet to collaboratively plan Professional Learning provided to build the capacity of PLC Leaders PLC Inquiry cycles are conducted across the whole school Principal Class and PLC Leaders to participate in a Sunbury Schools PLC Community of Practice 			
Outcomes	<p>Leaders will: have worked with staff to develop collaborative practices, provision of professional learning for PLC Leaders as part of the Sunbury COP, provision of PLC Leaders meetings weekly to support consistency and collaboration, PLC Leaders will demonstrate an increased level of confidence and capacity to lead, assess elements of progress against the PLC Maturity matrix</p> <p>Teachers will: display an increased level of understanding of collaboration and ability to work effectively as a member of a PLC, increased ability to analyse data and use evidence based strategies to support improved student outcomes, continue to build on the culture of cohort, learning from and with each other as co-learners</p> <p>Students will: have an increased level of consistent teaching and learning at a cohort level</p> <p>Parents will: demonstrate an increased level of confidence that their children are accessing consistent teaching and learning practices</p>			
Success Indicators	<p>Leaders: meeting schedule and minutes, increased level of endorsement in staff opinion survey results in the areas of teacher collaboration, collective responsibility and collaboration to scaffold student learning, PLC Maturity matrix.</p> <p>Teachers: demonstrate an increased understanding of collaborative practices, use of evidence to plan and deliver lessons as documented in weekly planner, inquiry cycle action plans.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Design and deliver professional learning focusing on PLCs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a structure and schedule for PLC Leaders meetings and additional PLC Leader release time	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build upon existing structures and schedules for weekly collaborative planning within PLCs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Developing the capacity of middle order leaders through professional learning- Sunbury PLC Community of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialist to support collaboratively planning in additional cohorts	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC Leaders and staff to rate themselves against the PLC Maturity matrix. This data will be utilised as feedback and to track growth	<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

Goal 2	To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values
12 Month Target 2.1	To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Attitudes to School Survey: Sense of Connectedness from 82.5% (average) to 84% (2020) Resilience from 78% (average) to 80% (2020) Self-regulation and goal setting from 88% (average) to 89% (2020) Not-experiencing Bullying from 53% (average) to 55% (2020)
12 Month Target 2.2	To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Staff School Survey: Trust in students and parents from 71% (average) to 72% (2020) Trust in colleagues from 81% (average) to 82% (2020)
12 Month Target 2.3	To improve on the 2017 and 2018 average percentage of positive endorsement in the following factors from the Parent Opinion Survey: Not experiencing bullying from 55% (average) to 57% (2020)
KIS 1 Health and wellbeing	To embed SWPBS across the curriculum in Years P – 6
Actions	Goonawarra Primary School has selected the KIS to embed School Wide Positive Behavior Support (SWPBS) across the curriculum. Goonawarra Primary School has chosen the following actions in order to embed SWPBS: Development of a SWPBS team Development of school wide expectations, acknowledgement system, behaviour matrix Professional learning to build staff knowledge and capacity (ensuring all staff members have a consistent understanding) Inform and educate the school community with regard to SWPBS Promote SWPBS throughout the school e.g. signage, newsletter, school website
Outcomes	Leaders will: have provided opportunities for the SWPBS team to participate in professional learning (SWPBS training), provided opportunities for the SWPBS team to conduct professional learning with the staff, SWPBS leader to organise regular meetings and coordinate the implementation across the school, observe common expectations and language being utilised throughout the school Teachers will: demonstrate a commitment to teaching and acknowledging the behaviours we expect, model expectations and use consistent language, maintain a consistent approach to expectations across the school in all settings, reflect on practice and learning

	<p>from our colleagues</p> <p>Students will: demonstrate knowledge and understanding of behaviours, demonstrate a commitment to adhering to expected behaviours throughout the school, model expectations and use consistent language, reflect on behaviour</p> <p>Parents will: demonstrate knowledge and understanding of the School Wide Positive Behaviour System, model school wide expectations when interacting with the school, encourage their child to reflect on their behaviours</p>			
Success Indicators	<p>Leaders: professional learning slides, meeting schedule and minutes, tracking student behaviour, SWPBS documentation e.g. behaviour matrix.</p> <p>Teachers: demonstrate an increased understanding of SWPBS, tracking student behaviour, analyse</p> <p>Students: notes from conversations with students during learning walks</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning to train two additional SWPBS team members	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Inform and promote SWPBS throughout the community by providing information through various platforms including Compass, newsletter and assembly. Parent information sessions will be conducted at various stages of implementation.	<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
Development of signage to promote SWPBS throughout the school	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Provide Professional Learning for staff to develop and implement SWPBS	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a school wide agreed approach to tracking student behaviour data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to further develop a culture of PLCs within the school through structures, systems and professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Wellbeing Coordinator appointed as the SWPBS leader to drive the implementation and promotion throughout the community	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,123.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	To embed Resilience, Rights and Respectful Relationships across the curriculum in Years P – 6			
Actions	Goonawarra Primary School has selected the KIS to embed Resilience, Rights and Respectful Relationships across the school. Goonawarra Primary School has chosen the following actions in order to embed Resilience, Rights and Respectful Relationships: Explicitly teach Resilience, Rights and Respectful Relationships across the school Ensure that professional learning is undertaken and the implementation is driven by several members of staff ranging from Prep-Six Professional Learning sessions for staff delivered by the schools Respectful Relationships team Collaboratively plan Resilience, Rights and Respectful Relationships within teams			

Outcomes	<p>Leaders will: have supported several members of staff to participate in Resilience, Rights and Respectful relationships professional learning, observe staff teaching the RRRR curriculum, provide opportunities for the RRRR team to share learning with colleagues, observe students demonstrating resilience, confidence and healthy relationships across the school community.</p> <p>Teachers will: display an increased level of understanding and confidence in delivering the RRRR curriculum, promote, model and teach students how to build healthy relationships, resilience and confidence. Observe an increase level of respect, resilience, positive attitudes and confidence in students.</p> <p>Students will: demonstrate respect, resilience, positive attitudes and confidence and tools to support them.</p> <p>Parents will: observe their children applying tools and strategies learnt to support them in demonstrating resilience, respect, positive attitudes and confidence.</p>			
Success Indicators	<p>Teachers: work programs demonstrating the teaching of the RRRR curriculum</p> <p>Students: increased levels of percentage endorsement of resilience, confidence, non experience bullying in the Attitude to School Survey</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Professional Learning sessions for staff delivered by the schools Respectful Relationships team. Opportunities for further training will be provided through regular scheduled meetings through the link school.</p> <p>Representatives across the school will be responsible for driving the curriculum at their year level.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Promotion of RRRR within the school community e.g. newsletters, website, Compass</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$168,707.78	\$168,707.78
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$168,707.78	\$168,707.78

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide intervention for students in grades 1 or 2 that are below standard through the Leveled Literacy Intervention Program. Provision of a Leveled Literacy Intervention Teacher to provide students that are below standard in reading with additional support. Students will be identified based on teacher judgement, and BAS data. Students will receive small group intervention session for 40 minutes, for approximately one semester. Regular assessments will be completed to monitor progress. Feedback, data and strategies to support within the classroom will be shared with classroom teachers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$66,584.78	\$66,584.78
Purchasing of Student Performance Analyser to support in depth tracking of student data; including projected growth over time. This data will form part of staff members Performance and Development Goals, and evidence of student achievement. Professional Learning will be provided to supports staffs ability to navigate the program and interpret SPA data.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00

Develop a structure and schedule for PLC Leaders meetings and additional PLC Leader release time	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$28,000.00	\$28,000.00
Developing the capacity of middle order leaders through professional learning- Sunbury PLC Community of Practice	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$15,000.00
Professional Learning to train two additional SWPBS team members	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Development of signage to promote SWPBS throughout the school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Develop and implement a school wide agreed approach to tracking student behaviour data	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$2,000.00	\$2,000.00
Wellbeing Coordinator appointed as the SWPBS leader to drive the implementation and promotion throughout the community	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$46,123.00	\$46,123.00
Totals			\$168,707.78	\$168,707.78

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning to support building staff capacity in the area of Instructional Model in reading; utilising-Literacy Portal resources, HITS, Fountas and Pinnell Continuum. Professional Learning will be conducted at a whole school, PLC and individual level	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Further develop Professional Learning Communities through: Inquiry cycles focused on reading, weekly collaborative planning at a cohort level, professional learning for all staff as well as well PLC Leaders, learning walks and peer observations.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> 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"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources PLC Community of Practice	<input checked="" type="checkbox"/> On-site
Professional Learning to further develop the data literacy of staff: provision of professional learning for PLC leaders with regard to navigating and utilising SPA, provision of time in the meeting schedule for unpacking data, recording	<input checked="" type="checkbox"/> All Staff	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"/> 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

and utilising formative assessment to drive teaching and learning.						
Staff will engage in Inquiry cycles utilising evidence to drive teaching and learning and to improve student learning outcomes	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Design and deliver professional learning focusing on PLCs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Developing the capacity of middle order leaders through professional learning- Sunbury PLC Community of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Sunbury School Network COP
Professional Learning to train two additional SWPBS team members	<input checked="" type="checkbox"/> Teacher(s)	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"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> Off-site SWPBS Training location
Provide Professional Learning for staff to develop and implement SWPBS	<input checked="" type="checkbox"/> Teacher(s)	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
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