

2020 Annual Implementation Plan

for improving student outcomes

Bethal Primary School (5186)



Submitted for review by Teresa De Mercurio (School Principal) on 05 February, 2020 at 12:45 PM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 05 February, 2020 at 04:00 PM

Endorsed by Peta Asaad (School Council President) on 16 March, 2020 at 12:25 PM

Self-evaluation Summary - 2020

Bethal Primary School (5186)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving	Classroom observations, student assessments, program implementation and evaluation, meeting minutes, data presented in data room, reflection and feedback.
	Curriculum planning and assessment	Emerging moving towards Evolving	
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving	
	Evaluating impact on learning	Emerging moving towards Evolving	

Professional leadership	Building leadership teams	Emerging moving towards Evolving	
	Instructional and shared leadership	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 moving towards Evolving	

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

Enter your reflective comments	<p>There were changes in leadership and staffing which made it difficult to achieve consistency across the year. As there was a lack of middle leaders to drive improvement our achievement data was impacted. Some of the key improvement strategies in our AIP weren't addressed in depth due to this. An Assistant Principal and teachers were recruited to address some of the school needs. Roles and responsibilities were redistributed to ensure some of the accountability requirements were met and to provide opportunities to develop their leadership capacity.</p> <p>However the instructional model and planning documentation were revisited with the SIT team and brought into alignment with FISO. A PLC coach was engaged to work with the PLT leaders to develop a collaborative team approach to strengthen and build leadership in the school.</p> <p>EAL became a huge focus and teachers recognized the need to align the EAL and Vic curriculum.</p> <p>A whole school approach to student wellbeing was developed with staff. The development of a scope and sequence, which includes the RRRR, Berry Street and CASEA strategies will be used in all classrooms in 2020.</p>
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<p>Considerations for 2020</p>	<p>Reading and mathematics will be a focus. Student goal setting to develop student voice and agency. Student engagement through digital technologies. Continue work with the CLLC Berry Street training with staff. Two learning specialists to continue work on EAL and student engagement. A focus on using PLC inquiry improvement model more effectively. Strengthen our assessment and tracking practices.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	Improve the literacy and numeracy learning growth of individual students, with a particular focus on the English as an Additional Language (EAL) cohort.														
Target 1.1	The percentage of students achieving high relative growth in NAPLAN Reading, Writing and numeracy to be above 25 per cent.														
Target 1.2	All students to achieve at least one year's growth annually in literacy and numeracy on a norm referenced assessment.														
Target 1.3	<p>Improve the percentage of positive endorsement on the staff survey for:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum • Collective efficacy • Collective focus on student learning <table border="1" data-bbox="669 978 1447 1310"> <thead> <tr> <th data-bbox="669 978 1081 1102">Teacher Survey Component</th> <th data-bbox="1081 978 1274 1102">2017 Outcome (POSITIVE)</th> <th data-bbox="1274 978 1447 1102">2021 Target (POSITIVE)</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 1102 1081 1177">Guaranteed and viable curriculum</td> <td data-bbox="1081 1102 1274 1177">53.4</td> <td data-bbox="1274 1102 1447 1177">80</td> </tr> <tr> <td data-bbox="669 1177 1081 1233">Collective efficacy</td> <td data-bbox="1081 1177 1274 1233">60.6</td> <td data-bbox="1274 1177 1447 1233">90</td> </tr> <tr> <td data-bbox="669 1233 1081 1310">Collective focus on student learning</td> <td data-bbox="1081 1233 1274 1310">78</td> <td data-bbox="1274 1233 1447 1310">90</td> </tr> </tbody> </table>			Teacher Survey Component	2017 Outcome (POSITIVE)	2021 Target (POSITIVE)	Guaranteed and viable curriculum	53.4	80	Collective efficacy	60.6	90	Collective focus on student learning	78	90
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Target 1.4

Improve the percentage of Year 3 and Year 5 students achieving in the top two NAPLAN bands for literacy and numeracy.

NAPLAN test	2017	2021 Target
Year 3	% of students in top 2 bands	% of students in top 2 bands
Reading	28.5	45
Writing	60	60
Spelling	34.3	40
Grammar and Punctuation	40	40
Numeracy	22.8	40

NAPLAN test	2017	2021 Target
Year 5	% of students in top 2 bands	% of students in top 2 bands
Reading	19.2	45
Writing	7.7	40

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Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse literacy and numeracy data to plan for the learning needs of all students as an effective PLC.									
Goal 2	Provide a stimulating learning environment to improve student engagement.									
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<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Consistently implement an evidence based Social and Emotional Learning program across the school that supports positive student behaviours and relationships.</p>									

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Improve the literacy and numeracy learning growth of individual students, with a particular focus on the English as an Additional Language (EAL) cohort.</p>	<p>Yes</p>	<p>The percentage of students achieving high relative growth in NAPLAN Reading, Writing and numeracy to be above 25 per cent.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading - 30% Writing - 25% Mathematics - 25%</p>
		<p>All students to achieve at least one year's growth annually in literacy and numeracy on a norm referenced assessment.</p>	<p>All students to make at least 12 months growth in reading and mathematics as assessed by teacher judgement against the Victorian Curriculum, triangulated with Essential Numeracy, PAT maths and PAT reading and Fountas and Pinnell.</p> <p>EAL students to progress a minimum of two substages in reading as assessed by teacher judgement against the EAL developmental curriculum and triangulated with RVEAL.</p>
		<p>Improve the percentage of positive endorsement on the staff survey for:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum • Collective efficacy 	<p>Improve the percentage of positive endorsement on the staff survey for:</p> <p>Guaranteed and viable curriculum - 70% Collective efficacy - 65% Collective focus on student learning - 75%</p>

- Collective focus on student learning

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Goal 1	Improve the literacy and numeracy learning growth of individual students, with a particular focus on the English as an Additional Language (EAL) cohort.
12 Month Target 1.1	Reading - 30% Writing - 25% Mathematics - 25%

12 Month Target 1.2	All students to make at least 12 months growth in reading and mathematics as assessed by teacher judgement against the Victorian Curriculum, triangulated with Essential Numeracy, PAT maths and PAT reading and Fountas and Pinnell. EAL students to progress a minimum of two substages in reading as assessed by teacher judgement against the EAL developmental curriculum and triangulated with RVEAL.
12 Month Target 1.3	Improve the percentage of positive endorsement on the staff survey for: Guaranteed and viable curriculum - 70% Collective efficacy - 65% Collective focus on student learning -75%
12 Month Target 1.4	To improve the percentage of Year 3 and Year 5 students in the top two bands for NAPLAN reading and numeracy. Year 3 Reading - 35% Year 3 Numeracy - 25% Year 5 Reading - 35% Year 5 Numeracy - 25%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Leverage existing and identify new instructional practices that will support the provision of a high quality, evidence based literacy and numeracy teaching and learning program.
KIS 2 Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse literacy and numeracy data to plan for the learning needs of all students as an effective PLC.
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.	The goals are directly from the strategic plan developed in 2017 and they are still relevant in this point in time. Our NAPLAN and teacher evaluation against the Victorian Curriculum indicates the need to improve results in English and Mathematics. Our reading and maths results a downwards trend. Students have been assessed extensively by staff, but data is not effectively used in all planning sessions. In 2020 strengthen PLCs in using the improvement cycle to use data regularly to inform planning and teaching. We plan to also use formative assessment to support our use of data walls as a vehicle to make this improvement in Mathematics and Reading. We will continue to build the capacity of staff as our newly employed learning specialists will be able to model, observe and coach staff to improve their practice. We will formally introduce the HITS to embed the instructional model. Teachers currently use learning intentions and success criteria across the school and feedback will be a focus in 2020.
Goal 2	Provide a stimulating learning environment to improve student engagement.

12 Month Target 2.1	Improve percentage of positive endorsement on the ATSS for: Learning confidence - 85% Differentiated learning - 90% Motivation and interest - 85% Student voice and agency - 80% Stimulated learning - 80%	
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KIS 1 Intellectual engagement and self-awareness	Develop and implement school wide strategies for student goal setting and the provision of high quality teacher feedback.	Yes
KIS 2 Intellectual engagement and self-awareness	Develop and implement strategies to increase the use of digital technologies as a learning tool.	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.	The goals are directly from the strategic plan developed in 2017 and they are still relevant in this point in time. Department resources will be used to develop staff capacity in student goal setting and feedback. Student voice and agency has been an AIP focus in the past but isn't evident in all classes. The plan is to develop a whole school approach for goal setting and feedback in Reading and mathematics. Currently it is evident in our whole school instructional model but requires a better understanding of the HITS. This will be further supported by the Amplify document and staff professional learning to build student engagement and self awareness. This will rely heavily on teachers developing their vertical curriculum knowledge during their PLC planning to be better equipped to build student agency. There has been a considerable financial investment to purchasing and leasing digital technologies to build student	

	engagement. This technology now needs to be used in classrooms as a learning tool. It's implementation depends on professional learning. The learning specialist will support this through coaching, mentoring and modelling strategies.	
Goal 3	Strengthen partnerships with the community to support positive learning and development outcomes for students.	
12 Month Target 3.1	Improve the percentage of positive endorsement on ATSS for : Classroom behaviour - 95% Resilience - 95% School connectedness - 95% Teacher concern - 91%	
12 Month Target 3.2	Improve the mean factor score on the parent opinion survey for: Homework - 90 Classroom behaviour - NA Non experience of bullying - 80	
12 Month Target 3.3	Improve the percentage of positive endorsement on the teacher survey for: Trust in students and parents - 65% Parent and community involvement - 65%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Consistently implement an evidence based Social and Emotional Learning program across the school that supports positive student behaviours and relationships.	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.

Student engagement learning team have identified that a positive climate for learning has become an increasing need at Bethal. Staff have been trained in Berry Street trauma informed practices and RRRR program. Some staff are implementing various strategies but it isn't consistently implemented across the school. In term 4, 2019 the whole staff professional learning focus has been on student health and wellbeing with the main body of work was developing a whole school scope and sequence incorporating strategies from Berry St and RRRR. Resources have been purchase and developed, structures have been created to support implementation for 2020 and the learning specialist will further support this work in classrooms.

Define Actions, Outcomes and Activities

Goal 1	Improve the literacy and numeracy learning growth of individual students, with a particular focus on the English as an Additional Language (EAL) cohort.
12 Month Target 1.1	Reading - 30% Writing - 25% Mathematics - 25%
12 Month Target 1.2	All students to make at least 12 months growth in reading and mathematics as assessed by teacher judgement against the Victorian Curriculum, triangulated with Essential Numeracy, PAT maths and PAT reading and Fountas and Pinnell. EAL students to progress a minimum of two substages in reading as assessed by teacher judgement against the EAL developmental curriculum and triangulated with RVEAL.
12 Month Target 1.3	Improve the percentage of positive endorsement on the staff survey for: Guaranteed and viable curriculum - 70% Collective efficacy - 65% Collective focus on student learning -75%
12 Month Target 1.4	To improve the percentage of Year 3 and Year 5 students in the top two bands for NAPLAN reading and numeracy. Year 3 Reading - 35% Year 3 Numeracy - 25% Year 5 Reading - 35% Year 5 Numeracy - 25%
KIS 1 Building practice excellence	Leverage existing and identify new instructional practices that will support the provision of a high quality, evidence based literacy and numeracy teaching and learning program.
Actions	Align the EAL curriculum: Reading and Viewing with the Victorian Curriculum: Reading. Provide Literacy for Learning professional development for all new staff and specialist teachers. Continue to embed LfL pedagogy from foundation to year 6. Learning specialist to mentor, coach and model teachers across the school. Develop teachers capacity to conference effectively with a focus on the HITS - feedback and goal setting. Develop ongoing, formative assessment to monitor and track students using data walls. Staff to embed the instructional model in reading and numeracy. Survey conducted at the beginning of term 1 and end of semester to gauge teacher capacity and growth in reading. Survey conducted

	<p>in second semester to gauge teachers' increased capacity in Mathematics. Teachers' PDP goals to be aligned with this. Continue to participate in the Cumulative Literacy Learning Community pilot 3 - 6 to develop units of work, which include reading as part of the teaching and learning cycle. Peer observations will be conducted in reading and mathematics focussing on structuring lessons (instructional model). Targetted intervention for students in grade 1 and grade 2 for reading. Continue to participate in the MAV School Improvement Project in mathematics.</p>			
<p>Outcomes</p>	<p>Students : Students will have increased agency through goal setting and feedback opportunities. Point of need teaching will impact on student learning. Student outcomes in reading and maths will improve. Students will attain at least one year's growth. Students more engaged in reading and maths lessons.</p> <p>Teachers and Leaders: An agreed reading and mathematics instructional model will be implemented across the school. All teaching staff will participate in reading and mathematics peer observations. All staff will have a greater understanding of the HITS with a particular focus on goal setting and feedback and structuring lessons. Teachers will have a greater knowledge of formative assessment through conferencing. All teacher will build their understanding of the links between the EAL and the Victorian Curriculum. Leading teacher will further develop teachers' capacity to implement reading strategies effectively, including conferencing. Leaders will develop their capacity to mentor,coach and model. Leaders will become better equipped to track whole school data.</p>			
<p>Success Indicators</p>	<p>Teacher survey showing increased confidence and implementation of reading strategies. Student goals and assessment tasks showing growth and improved achievement. Whole school tracking documents for reading and mathematics will show at least one year's growth. Teachers reflection notes after coaching and mentoring sessions. Formative assesement data. Planning documentation will reflect the instructional model. Peer observation notes.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Align the EAL curriculum: Reading and Viewing with the Victorian Curriculum: Reading. This will be completed during staff PD meetings and by the literacy committee.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide Literacy for Learning professional development for all new staff and specialist teachers.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning specialist to mentor, coach and model teachers across the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning around reading conferencing with a focus on HITS.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and administer a reading survey to assess teacher capacity (self-perception of teaching reading).	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and trial reading conference proformas across year levels.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement a reading intervention program across the 1/ 2 cohort.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a tracking tool for English and Mathematics so that student growth can be tracked.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse literacy and numeracy data to plan for the learning needs of all students as an effective PLC.			
Actions	PLC Manager, Anita Calore to work with PLT leaders. Increase data literacy of all teachers and using this to inform classroom teaching. Increase the accuracy of data collection and recording through professional learning and PLT meetings. Develop formative and summative assessment proformas to allow for consistency in data recording. Introduce a consistent way of collecting data to inform teaching across the team. Develop, introduce and use data tracking program/ tools. Review assessment schedule.			
Outcomes	Students will: Demonstrate improved outcomes in literacy and numeracy Receive targeted teaching based on teacher data Teachers will: Have an increased understanding of how to collect, analyse and use data to inform their teaching Have in depth discussions about data Have an improved knowledge about a whole school tracking system that allows data to follow student progress over time Be able to track their students across a period of time Know what assessments they are administering and why they are assessing. Moderate assessment tasks in teams to ensure consistency			

Success Indicators	Assessment schedule will be updated and refined to include effective and relevant assessments. Data is tracked and on display in team data rooms and meeting room. Mid semester and end of year reports reflect the data collected.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC modules to be completed by all teaching staff and leadership	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Work with Anita Calore to ensure every team uses data within the inquiry cycle to develop units of work and determine student growth.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Instructional leaders to complete Literacy Data, Assessment and Practice (LDAP) BASTOW course.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate and trial whole school data tracking tools.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Audit and update assessment schedule to include relevant and effective assessments.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

				<input type="checkbox"/> Equity funding will be used
PLT leaders to work in teams to develop common assessment tasks, ensuring consistency in the delivery, collection and analysis.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review level trackers in order to develop consistency across teams and ease of data use.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All teams to create data walls that track student growth and progress, reflective of the curriculum and team based assessment tasks.	<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
Goal 2	Provide a stimulating learning environment to improve student engagement.			
12 Month Target 2.1	Improve percentage of positive endorsement on the ATSS for: Learning confidence - 85% Differentiated learning - 90% Motivation and interest - 85% Student voice and agency - 80% Stimulated learning - 80%			
12 Month Target 2.2	Reduce the percentage of students with 20 or more days absence - Prep - 20% Grade 1 - 20% Grade 2 - 20% Grade 3 - 20% Grade 4 - 20%			

	Grade 5 - 20%				
	Grade 6 - 20%				
KIS 1 Intellectual engagement and self-awareness	Develop and implement school wide strategies for student goal setting and the provision of high quality teacher feedback.				
Actions	Peer observation program to be implemented. Learning specialists and PLT leaders to conduct peer coaching. Continue to work with Charlotte Rendle Short to further develop PLT leaders coaching skills.				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Work with the teacher to set relevant and realistic learning goals. Students will be more aware of what the next steps are in their learning. Expect that they will give and receive feedback and that they take it seriously. Understand how important it is to have ownership over their own learning. Participate in regular student feedback surveys. Develop their confidence in giving and receiving feedback. <p>Teachers will:</p> <ul style="list-style-type: none"> Be aware of where students are working and the next steps in their learning. Facilitate student feedback about teachers practice. Familiarise themselves with department resources. Give specific feedback to students around their learning goals and next steps in learning. Articulate and set learning goals with students 				
Success Indicators	<p>Student opinion survey will show increased satisfaction from previous years</p> <p>Staff opinion survey will show increased satisfaction from previous years</p> <p>Student goals will be recorded</p>				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	

Staff professional learning around student goal setting in the area of Reading and Writing.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate existing Reading and Writing continua and trial in classrooms	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Use Amplify resource	<input checked="" type="checkbox"/> PLT 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
Develop goal setting proformas in the area of Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <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
KIS 2 Intellectual engagement and self-awareness	Develop and implement strategies to increase the use of digital technologies as a learning tool.			
Actions	Teachers will develop greater capacity to incorporate digital technologies into their practice. Improved overall connectivity and access to technology across the school. Increased awareness of staff and students on the importance of storing, borrowing and using equipment appropriately. Increased awareness of department digital technologies policies. Introduce new apps and programs, which will be used when planning units of work. Safe and responsible use of digital technologies.			

Outcomes	<p>Students will: Be more engaged in their learning, Behave safely, responsibly and respectfully online, Show confidence when using different tools from the Google Suite, Showcase their ICT skills and new learning at assemblies, cross age activities and special events, Use digital technologies resources to aid their learning.</p> <p>Teacher will: Feel more confident in using digital technologies, Incorporate digital technologies into different areas of the curriculum as documented in their planning Be familiar with and use the different available resources, apps and programs, Be familiar with digital technologies policies.</p>			
Success Indicators	<p>Teacher survey to show teachers have improved capacity. Planning documentation to reflect integration of digital technologies across the curriculum. Student work demonstrating their use of digital technologies.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students in grades 3 to 6 to complete My Digital Licence modules in order to learn about safe and responsible technology use.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development sessions held to develop teacher's capacity to use new technologies in the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement E Smart programs and activities across the school to ensure the safe and responsible use of technology.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Learning specialist to go into classrooms to coach and mentor teachers on integrating new digital technologies and coding resources into curriculum areas.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement Compass for attendance and parent communication.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Strengthen partnerships with the community to support positive learning and development outcomes for students.			
12 Month Target 3.1	Improve the percentage of positive endorsement on ATSS for : Classroom behaviour - 95% Resilience - 95% School connectedness - 95% Teacher concern - 91%			
12 Month Target 3.2	Improve the mean factor score on the parent opinion survey for: Homework - 90 Classroom behaviour - NA Non experience of bullying - 80			
12 Month Target 3.3	Improve the percentage of positive endorsement on the teacher survey for: Trust in students and parents - 65% Parent and community involvement - 65%			

KIS 1 Health and wellbeing	Consistently implement an evidence based Social and Emotional Learning program across the school that supports positive student behaviours and relationships.
Actions	Implement a Fresh Start program during the first three weeks of school to get to know their students and to set up classroom expectations. Develop a whole school wellbeing scope and sequence based on Respectful Relationships, CASEA and Berry Street programs with consistent topics and sequential lessons across the school. Develop a consistent language to be used when discussing students' social and emotional wellbeing. Build teachers' capacity to incorporate Berry street practices into their daily routines as evidenced in their planning documents. Update Bethal's student wellbeing and engagement policy. Develop flow charts for classroom and yard behaviours. Continue to promote our school values of Respect, Collaboration and Perseverance. Student learning team to meet regularly to discuss student wellbeing and engagement.
Outcomes	Students will: Display positive behaviours and relations in the classroom and in the yard. Demonstrate higher levels of engament in their learning. Know behaviour expectations and consequence when these expectations aren't met. Learn strategies to control their emotions and better cope with challenges. Teachers will: Plan and teach wellbeing lessons each week. Incorporate cirle time, brain breaks and other strategies into their daily practice. Feel confident to deal with challenging situations in their classroom. Be equiepped with the right tools to better cater for their students' social and emotional needs. Know how to follow up with specific student behaviours.
Success Indicators	Scope and sequence chart developed. Wellbeing lessons being implemented as evidenced in weekly planning. Calm down area in each classroom. Students using strategies to help them regulate their behaviour. Teachers attending Berry Street training. Positive climate across the school.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning Specialist to lead the development of a whole school scope and sequence and lessons being taught in all classes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Each classroom teacher to develop a calm down area, displaying posters with consistent language.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop wellbeing tubs with resources and teacher reference material to implement effective and engaging lessons each week.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$122,000.00	0.00
Additional Equity funding	\$614,000.00	\$539,000.00
Grand Total	\$736,000.00	\$539,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Align the EAL curriculum: Reading and Viewing with the Victorian Curriculum: Reading. This will be completed during staff PD meetings and by the literacy committee.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Provide Literacy for Learning professional development for all new staff and specialist teachers.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Learning specialist to mentor, coach and model teachers across the school.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$25,000.00	\$25,000.00
Provide professional learning around reading conferencing with a focus on HITS.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

Implement a reading intervention program across the 1/ 2 cohort.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$50,000.00
Instructional leaders to complete Literacy Data, Assessment and Practice (LDAP) BASTOW course.	from: Term 2 to: Term 4		\$4,000.00	
Students in grades 3 to 6 to complete My Digital Licence modules in order to learn about safe and responsible technology use.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Implement E Smart programs and activities across the school to ensure the safe and responsible use of technology.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Implement Compass for attendance and parent communication.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Each classroom teacher to develop a calm down area, displaying posters with consistent language.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Develop wellbeing tubs with resources and teacher reference material to implement effective and engaging lessons each week.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Totals			\$122,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Swimming program for all students to attend	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Leisure centre, swimming coaches and buses	\$30,000.00	\$30,000.00
Music specialist employed	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$90,000.00	\$90,000.00
Instrumental music program implemented	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Music tutors for instumental program	\$60,000.00	\$60,000.00
Family engagement programs implemented	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$60,000.00	\$40,000.00
Requisites for students	from: Term 1 to: Term 4		\$25,000.00	\$25,000.00
Multicultural aide employed to support families	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$75,000.00	\$60,000.00
Essential Assessment for all students	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00

	to: Term 4			
Four teachers to take part in MAV maths school improvement program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$90,000.00	\$50,000.00
Education support staff employed for additional PSD students	from: Term 1 to: Term 4		\$50,000.00	\$50,000.00
Speech Pathologist 0.4 employed to work with tier 3 students for speech	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
Social worker 0.6 employed to counsel students and implement social skills program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$60,000.00	\$60,000.00
Six week transition program K-F to support students starting school	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Implementation of Stephanie Alexander program in 3/4 area	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Food consultant to assist teachers with the program	\$20,000.00	\$20,000.00
Sustainability program implemented across the school	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		
Totals			\$614,000.00	\$539,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Align the EAL curriculum: Reading and Viewing with the Victorian Curriculum: Reading. This will be completed during staff PD meetings and by the literacy committee.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide Literacy for Learning professional development for all new staff and specialist teachers.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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"/> On-site
Learning specialist to mentor, coach and model teachers across the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide professional learning around reading conferencing with a focus on HITS.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team		<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
PLC modules to be completed by all teaching staff and leadership	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> 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"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources PLC Manager - Anita Calore	<input checked="" type="checkbox"/> On-site
Work with Anita Calore to ensure every team uses data within the inquiry cycle to develop units of work and determine student growth.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Instructional leaders to complete Literacy Data, Assessment and Practice (LDAP) BASTOW course.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 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"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Investigate and trial whole school data tracking tools.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Staff professional learning around student goal setting in the area of Reading and Writing.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

		to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Students in grades 3 to 6 to complete My Digital Licence modules in order to learn about safe and responsible technology use.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Digital licence modules	<input checked="" type="checkbox"/> On-site
Professional development sessions held to develop teacher's capacity to use new technologies in the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources ICT planning workshop FUSE	<input checked="" type="checkbox"/> Off-site Regional office
Implement E Smart programs and activities across the school to ensure the safe and responsible use of technology.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <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"/> 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning specialist to go into classrooms to coach and mentor teachers on integrating new digital technologies and coding resources into curriculum areas.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Departmental resources DET Scope and Sequence	<input checked="" type="checkbox"/> On-site

<p>Implement Compass for attendance and parent communication.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Compass Team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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