

2020 Annual Implementation Plan

for improving student outcomes

Bundarra Primary School (5228)



Submitted for review by Tara Hulonce (School Principal) on 11 March, 2020 at 02:48 PM
Awaiting endorsement by Senior Education Improvement Leader
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	This was completed during the school review process in late 2019. See attached file for further comments and details, page 18.
Considerations for 2020	<p>Our main considerations for 2020 include a focus on student learning growth, engagement in learning and wellbeing.</p> <p>Key Improvement Strategies (KIS) include:</p> <ul style="list-style-type: none"> • 1a Build collective capacity to differentiate teaching to enable challenge and progress for every student. (BPE) • 1b Develop and implement a whole school curriculum and pedagogical practices that engage and challenge all students. (CPA) • 1c Strengthen collective leadership to support a culture of empowerment, shared responsibility and opportunity for all. (BLT) • 2a Develop teacher and students' capacity to collaborate, negotiate and contribute to shared learning experiences. (ESBSP) • 2b Enable a consistent instructional model to enable students to be reflective, questioning, self-monitoring and

	<p>motivated learners. (IESA)</p> <ul style="list-style-type: none"> • 2c Co-create a stimulating environment where students are active learners who connect with their community. (IESA) • 3a Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships. (HWB) • 3b Strengthen strategies and programs that build partnerships between staff, students and parents that support students learning and wellbeing (BC) • 3c Create opportunities to build student sense of belonging (HWB) <p>These are articulated in the AIP and staff PDP documents, with a direct "line of sight" between all areas of school operations.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise student learning growth in literacy and numeracy
Target 1.1	To increase the percentage of students meeting or above NAPLAN Benchmark growth over a three-year average in numeracy from 78% (2019) to 85% (2023)
Target 1.2	To increase the percentage of students in the top two NAPLAN bands over a three-year average for reading: <ul style="list-style-type: none"> • Year 5 from 29% (2019) to 40% (2023) • Year 3 from 37% (2019) to 45% (2023) • Year 5 numeracy from 26% (2019) to 40% (2023) and use of current data to track and monitor progress annually.
Target 1.3	To reduce the percentage of students in the bottom two NAPLAN bands in Year 3 numeracy over a three-year average from 33% (2019) to 20% (2023)
Target 1.4	To improve the following on the School Staff Survey over a three year average by 2023: <ul style="list-style-type: none"> • Academic emphasis from 58% (2019) to 80% (2023) • Guaranteed and Viable Curriculum from 82% (2019) to 90% (2023) • Collective efficacy from 58% (2019) to 85% (2023)

Key Improvement Strategy 1.a Evaluating impact on learning	Build collective capacity to differentiate teaching to enable challenge and progress for every student.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a whole school curriculum and pedagogical practices that engage and challenge all students.
Key Improvement Strategy 1.c Building leadership teams	Strengthen collective leadership to support a culture of empowerment, shared responsibility and opportunity for all.
Goal 2	To empower student engagement in learning
Target 2.1	<p>By 2023, increase the positive endorsement for the Attitudes to School Survey over a three year average in the following factors:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 83% (2019) to 90% (2023) • Student voice and agency from 58% (2019) to 85% (2023) • Motivation and interest from 72% (2019) to 85% (2023) • Learning confidence from 69% (2019) to 85% (2023)
Target 2.2	<p>By 2023, improve the following teaching and learning components over a three year average on the School Staff Survey:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 80% (2019) to 90% (2023) • Use High Impact Teaching Strategies from 83% (2019) to 90% (2023)

Key Improvement Strategy 2.a Empowering students and building school pride	Develop teacher and students' capacity to collaborate, negotiate and contribute to shared learning experiences.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop and implement a consistent instructional model to enable students to be reflective, questioning, self-monitoring and motivated learners.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Co-create a stimulating environment where students are active learners who connect with their community.
Goal 3	To enhance student wellbeing
Target 3.1	By 2023 increase positive endorsements for the Attitudes to School Survey over a three year average in the following factors: <ul style="list-style-type: none"> • Sense of connectedness from 71% (2019) to 90% (2023) • Resilience from 69% (2019) to 85% (2023) • Motivation and Interest from 72% (2019) to 85% (2023)
Target 3.2	By 2023 increase the positive endorsement in the Parent Opinion Survey for general satisfaction with the school overall over a three year average from 84% (2019) to 90% (2023).
Key Improvement Strategy 3.a Health and wellbeing	Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships.

Key Improvement Strategy 3.b Building communities	Strengthen strategies and programs that build partnerships between staff, students and parents that support students learning and wellbeing
Key Improvement Strategy 3.c Health and wellbeing	Create opportunities to build student sense of belonging

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise student learning growth in literacy and numeracy	Yes	To increase the percentage of students meeting or above NAPLAN Benchmark growth over a three-year average in numeracy from 78% (2019) to 85% (2023)	Student achievement data shows increased percentage of students meeting numeracy NAPLAN growth from 78%- 80% in 2020.
		To increase the percentage of students in the top two NAPLAN bands over a three-year average for reading: <ul style="list-style-type: none"> • Year 5 from 29% (2019) to 40% (2023) • Year 3 from 37% (2019) to 45% (2023) • Year 5 numeracy from 26% (2019) to 40% (2023) and use of current data to track and monitor progress annually. 	Student achievement data shows evidence of growth in the following in 2020: <ul style="list-style-type: none"> • Y5 Reading top 2 bands from 29% to 35% • Y3 Reading top 2 bands from 37% to 40% • Y5 Numeracy top 2 bands from 26% to 35%
		To reduce the percentage of students in the bottom two NAPLAN bands in Year 3 numeracy over a three-year average from 33% (2019) to 20% (2023)	Student achievement data shows reduced percentage of students in Numeracy in the bottom two bands from 33%- 30% in 2020.

		<p>To improve the following on the School Staff Survey over a three year average by 2023:</p> <ul style="list-style-type: none"> • Academic emphasis from 58% (2019) to 80% (2023) • Guaranteed and Viable Curriculum from 82% (2019) to 90% (2023) • Collective efficacy from 58% (2019) to 85% (2023) 	<p>School Staff Survey shows improvement in 2020 as follows:</p> <ul style="list-style-type: none"> • Academic emphasis from 58% (2019) to 70% • Guaranteed and Viable Curriculum from 82% (2019) to 85% • Collective efficacy from 58% (2019) to 75%
To empower student engagement in learning	Yes	<p>By 2023, increase the positive endorsement for the Attitudes to School Survey over a three year average in the following factors:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 83% (2019) to 90% (2023) • Student voice and agency from 58% (2019) to 85% (2023) • Motivation and interest from 72% (2019) to 85% (2023) • Learning confidence from 69% (2019) to 85% (2023) 	<p>Improvements in student Attitudes to School data:</p> <ul style="list-style-type: none"> • Sense of connectedness from 71% to 80% • Resilience from 69% to 75% • Motivation and Interest from 72% to 80% • Learning confidence from 69% to 75%
		<p>By 2023, improve the following teaching and learning components over a three year average on the School Staff Survey:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 80% (2019) to 90% (2023) 	<p>Improved 2020 School Staff Survey data:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 80% (2019) to 85% • Use High Impact Teaching Strategies from 83% (2019) to 85%

		<ul style="list-style-type: none"> • Use High Impact Teaching Strategies from 83% (2019) to 90% (2023) 	
To enhance student wellbeing	Yes	<p>By 2023 increase positive endorsements for the Attitudes to School Survey over a three year average in the following factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 71% (2019) to 90% (2023) • Resilience from 69% (2019) to 85% (2023) • Motivation and Interest from 72% (2019) to 85% (2023) 	<p>Improvements in 2020 student Attitudes to School Data:</p> <ul style="list-style-type: none"> • Sense of connectedness from 71% to 80% • Resilience from 69% to 75% • Motivation and Interest from 72% to 80%
		<p>By 2023 increase the positive endorsement in the Parent Opinion Survey for general satisfaction with the school overall over a three year average from 84% (2019) to 90% (2023).</p>	<p>Increase Parent Opinion Survey general satisfaction data in 2020 from 84% to 90%.</p>

Goal 1	To maximise student learning growth in literacy and numeracy
12 Month Target 1.1	Student achievement data shows increased percentage of students meeting numeracy NAPLAN growth from 78%- 80% in 2020.
12 Month Target 1.2	<p>Student achievement data shows evidence of growth in the following in 2020:</p> <ul style="list-style-type: none"> • Y5 Reading top 2 bands from 29% to 35% • Y3 Reading top 2 bands from 37% to 40% • Y5 Numeracy top 2 bands from 26% to 35%

12 Month Target 1.3	Student achievement data shows reduced percentage of students in Numeracy in the bottom two bands from 33%- 30% in 2020.
12 Month Target 1.4	School Staff Survey shows improvement in 2020 as follows: <ul style="list-style-type: none"> • Academic emphasis from 58% (2019) to 70% • Guaranteed and Viable Curriculum from 82% (2019) to 85% • Collective efficacy from 58% (2019) to 75%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build collective capacity to differentiate teaching to enable challenge and progress for every student.
KIS 2 Curriculum planning and assessment	Develop and implement a whole school curriculum and pedagogical practices that engage and challenge all students.
KIS 3 Building leadership teams	Strengthen collective leadership to support a culture of empowerment, shared responsibility and opportunity for all.
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>During the SSP process in 2019, our assessment against the FISO Continua of Practice for School Improvement rated "Curriculum Planning and Assessment" as evolving, whereas the other two areas above, "Evaluating impact on learning" and "Building leadership teams" ranked higher with an embedding grade.</p> <p>We have been working consistently in this area and would like to continue to do in 2020 and beyond.</p> <p>We have explicitly examined practice in the teaching and learning of Reading and have started a similar focus on Numeracy and Specialist subjects.</p> <p>PLC teams are developing agreed Instructional models prior to a rigorous examination of curriculum content and delivery methods.</p> <p>Our main intention is to consolidate, streamline and document teaching and learning processes across the whole school, ensuring we meet the Victorian Curriculum standards through consistently engaging and relevant curriculum delivery. This goal has been written into staff Professional Development Plans across the school.</p>
Goal 2	To empower student engagement in learning
12 Month Target 2.1	Improvements in student Attitudes to School data: <ul style="list-style-type: none"> • Sense of connectedness from 71% to 80%

	<ul style="list-style-type: none"> • Resilience from 69% to 75% • Motivation and Interest from 72% to 80% • Learning confidence from 69% to 75% 	
12 Month Target 2.2	<p>Improved 2020 School Staff Survey data:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 80% (2019) to 85% • Use High Impact Teaching Strategies from 83% (2019) to 85% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop teacher and students' capacity to collaborate, negotiate and contribute to shared learning experiences.	No
KIS 2 Intellectual engagement and self-awareness	Develop and implement a consistent instructional model to enable students to be reflective, questioning, self-monitoring and motivated learners.	No
KIS 3 Intellectual engagement and self-awareness	Co-create a stimulating environment where students are active learners who connect with their community.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>During the SSP process in 2019, our assessment against the FISO Continua of Practice for School Improvement rated "Intellectual engagement and self awareness" as evolving, whereas "Empowering students and building school pride" ranked higher with an embedding grade. Alongside this, we are concerned with our student AtSS data- 71% of students connected to their school in 2019.</p> <p>The past few years has seen an increase in awareness regarding student voice and ownership of learning. We would like to see this focus continue in 2020 and beyond, as we as a school further develop our understandings of this concept.</p> <p>We have chosen a professional reading text for our PLCs to explore- Russell J. Quaglia and Michael J. Corso's "Student Voice".</p> <p>Another intention is to develop rigorous and consistent processes around curriculum development, student feedback, goal setting and voice opportunities, whilst providing an engaging and relevant curriculum.</p> <p>This goal has been written into staff Professional Development Plans across the school.</p>	

Goal 3	To enhance student wellbeing	
12 Month Target 3.1	Improvements in 2020 student Attitudes to School Data: <ul style="list-style-type: none"> • Sense of connectedness from 71% to 80% • Resilience from 69% to 75% • Motivation and Interest from 72% to 80% 	
12 Month Target 3.2	Increase Parent Opinion Survey general satisfaction data in 2020 from 84% to 90%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships.	Yes
KIS 2 Building communities	Strengthen strategies and programs that build partnerships between staff, students and parents that support students learning and wellbeing	No
KIS 3 Health and wellbeing	Create opportunities to build student sense of belonging	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.	<p>During the SSP process in 2019, our assessment against the FISO Continua of Practice for School Improvement rated "Intellectual engagement and self awareness" as evolving, whereas "Empowering students and building school pride" ranked higher with an embedding grade. Alongside this, we are concerned with our student AtSS data- in 2019, 71% of students reported they were connected to their school.</p> <p>We have recently invested a great deal in exploring the Berry Street Educational Model and wish to create a cohesive approach to values education across the school.</p> <p>This will result in a synthesis of our values curriculum (BSEM, RRRR and You Can Do It!) to enhance student social and emotional skills, voice opportunities, and promote positive behaviours.</p> <p>We are further developing student leadership opportunities within the school, in a variety of areas from SRC, curriculum development, environmental improvement, teacher feedback and data analysis.</p> <p>This goal has been written into staff Professional Development Plans across the school.</p>	

Define Actions, Outcomes and Activities

Goal 1	To maximise student learning growth in literacy and numeracy
12 Month Target 1.1	Student achievement data shows increased percentage of students meeting numeracy NAPLAN growth from 78%- 80% in 2020.
12 Month Target 1.2	Student achievement data shows evidence of growth in the following in 2020: <ul style="list-style-type: none"> • Y5 Reading top 2 bands from 29% to 35% • Y3 Reading top 2 bands from 37% to 40% • Y5 Numeracy top 2 bands from 26% to 35%
12 Month Target 1.3	Student achievement data shows reduced percentage of students in Numeracy in the bottom two bands from 33%- 30% in 2020.
12 Month Target 1.4	School Staff Survey shows improvement in 2020 as follows: <ul style="list-style-type: none"> • Academic emphasis from 58% (2019) to 70% • Guaranteed and Viable Curriculum from 82% (2019) to 85% • Collective efficacy from 58% (2019) to 75%
KIS 1 Curriculum planning and assessment	Develop and implement a whole school curriculum and pedagogical practices that engage and challenge all students.
Actions	<ul style="list-style-type: none"> • Develop and implement an agreed Instructional model for Writing, Numeracy and Specialist subjects to support, engage and challenge all student learning. • Develop staff capacities to use the High Impact teaching Strategies (HITS).
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be supported in their learning through HITS strategies. • utilise teacher feedback to set learning goals and enhance their engagement. <p>Staff will:</p> <ul style="list-style-type: none"> • work to a common purpose through schedules, clear agendas and professional learning as detailed in the Professional Activity Planner. • understand and explicitly use identified HITS literacy and numeracy teaching strategies. • participate in a HITS Mini Project. • undertake pre- and post-testing of all students on a semester basis, following Assessment Schedule. • engage with targeted coaching and mentoring for new team leaders and beginning teachers.

	<p>Leadership team will:</p> <ul style="list-style-type: none"> • lead the implementation of structured writing and numeracy Instructional Models. • co-lead professional learning around consistent implementation of the HITS. • co-lead professional learning around differentiation of literacy and numeracy tasks. • model the identified HITS teaching strategies. • provide coaching and mentoring for new team leaders and beginning teachers. • conduct student tracking learning conversations. 			
<p>Success Indicators</p>	<p>Students:</p> <ul style="list-style-type: none"> • student work samples. • discussions during learning walks. • moderated assessment samples. • pre- and post-testing. • Student Led Conferences. <p>Staff:</p> <ul style="list-style-type: none"> • lesson and unit plans. • notes from learning walks. • samples of pre- and post-testing tasks. • HITS Mini Project presentations to team. • samples of pre- and post-testing tasks. <p>Leadership team:</p> <ul style="list-style-type: none"> • professional activity planner. • evidence of delivered professional learning and coaching. • pre- and post-testing of students within each team. • sequential curriculum, lesson and unit plans. • student work samples. • moderated Writing assessment samples. • evidence of delivered professional learning- PA Planner. • notes from learning walks/observations. • notes from student tracking learning conversations. 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Develop an agreed Writing Instructional Model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 2</p>	<p>\$0.00</p>

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop an agreed Numeracy Instructional Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement a Professional Activity Plan for staff on identified AIP and PDP goals (Inhouse SW training)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide an effective staffing profile to ensure whole school curriculum and pedagogical practices to engage and challenge all students (Small class sizes, intervention program and wellbeing staff)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$448,957.00 <input checked="" type="checkbox"/> Equity funding will be used
Enhance student achievement data analysis processes (Essential Assessments/ MiniLit)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,140.00 <input checked="" type="checkbox"/> Equity funding will be used

Undertake PLC HITS Mini Projects on team identified (specific) HITS strategies to enhance staff knowledge, skills and use of High Impact Teaching Strategies	<input checked="" type="checkbox"/> PLC Leaders <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
Goal 2	To empower student engagement in learning			
12 Month Target 2.1	Improvements in student Attitudes to School data: <ul style="list-style-type: none"> • Sense of connectedness from 71% to 80% • Resilience from 69% to 75% • Motivation and Interest from 72% to 80% • Learning confidence from 69% to 75% 			
12 Month Target 2.2	Improved 2020 School Staff Survey data: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 80% (2019) to 85% • Use High Impact Teaching Strategies from 83% (2019) to 85% 			
KIS 1 Intellectual engagement and self-awareness	Co-create a stimulating environment where students are active learners who connect with their community.			
Actions	<ul style="list-style-type: none"> • Develop a whole-school understanding of what student voice and agency look like. • Identify and enhance opportunities to activate student voice beyond the SRC and into classroom teaching and learning. 			
Outcomes	Students will: <ul style="list-style-type: none"> • be able to identify specific examples of agency in learning in their classes. • set and track progress against individual learning goals. • contribute to curriculum planning through classroom opportunities. • formally contribute to school improvement through SRC. Staff will: <ul style="list-style-type: none"> • be able to articulate what student voice looks like both generally and within their specific subject areas. • explicitly teach students to set and track progress against individual learning goals. • work in PLCs to explicitly integrate opportunities for student voice within the whole-school curriculum plan. Leadership team will: <ul style="list-style-type: none"> • be able to clearly articulate what student voice looks like at Bundarra. 			

	<ul style="list-style-type: none"> ensure students are consulted as key stakeholders in whole-school curriculum planning on an ongoing basis. regularly meet with the SRC to seek feedback on implementation progress. regularly observe lessons to monitor implementation progress. conduct student tracking learning conversations. 			
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> SRC feedback/minutes/agendas. individual learning goal records. Student Led Conferences. AtSS data analysis and SRC brainstorming activities. participate in student tracking learning conversations. <p>Staff:</p> <ul style="list-style-type: none"> PDP notes reflecting on progress in implementing student voice and agency in learning. Student Support Group and LookOut meeting minutes. lesson plans. curriculum plans. notes from student feedback. professional reading. AtSS and Parent Opinion Survey data analysis. <p>Leadership team:</p> <ul style="list-style-type: none"> professional learning presentations on student voice. agendas/minutes from PLC, Student Support Group and LookOut meetings. minutes from Teacher and Education Support forums. professional learning presentations/ professional readings on student voice and agency. agendas/minutes from SRC meetings. notes from classroom observations. notes from student tracking learning conversations. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of a Bundarra Primary School Student Voice & Agency Policy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Student(s)			
Review curriculum to incorporate opportunities for student voice & agency in each curriculum area (Shared "Voice" Day/ GRIP conference)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,224.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement a Professional Activity Plan for staff on student voice & agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement student tracking/ learning conversations to increase student understanding and commitment to their learning	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To enhance student wellbeing			
12 Month Target 3.1	Improvements in 2020 student Attitudes to School Data: <ul style="list-style-type: none"> • Sense of connectedness from 71% to 80% • Resilience from 69% to 75% • Motivation and Interest from 72% to 80% 			

12 Month Target 3.2	Increase Parent Opinion Survey general satisfaction data in 2020 from 84% to 90%.
KIS 1 Health and wellbeing	Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships.
Actions	<ul style="list-style-type: none"> • Develop a synthesised values curriculum of the Berry Street Education Model, RRRR and You Can Do It! programs. • Ensure consistent use of values within the classroom and across the whole school.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes. • be able to identify the values in action (e.g. specific examples in their classes). • demonstrate behaviours consistent with the school's expected behaviours. • support others to demonstrate behaviours consistent with the school's expected behaviours. <p>Staff will:</p> <ul style="list-style-type: none"> • understand what Berry Street Education Model, RRRR and You Can Do It! program are. • consistently implement BSEM and You Can Do It! within classes and at all school events. • model positive and respectful relationships. • develop individual behaviour support plans to support students. <p>Leadership team will:</p> <ul style="list-style-type: none"> • model positive and respectful relationships at all times. • have a strong knowledge of Berry Street Education Model, RRRR and You Can Do It! • regularly monitor implementation and effectiveness of BSEM, RRRR and You Can Do It! programs. • support staff to use effective classroom practices.
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> • AtSS data analysis and SRC brainstorms. • conversations with teachers/leaders during learning walks. • feedback from SRC/student leaders. <p>Staff:</p> <ul style="list-style-type: none"> • ClearTrack behaviour data analysis. • AtSS and Parent Opinion Survey data analysis. • records of individual student behaviour support plans and LookOut plans. • notes from learning walks/classroom observations. • lesson plans. <p>Leadership team:</p>

- minutes from meetings and professional learning.
- notes from support staff with specific incidents.
- notes from learning walks/classroom observations
- AtSS and Parent Opinion Survey data analysis.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a synthesised values curriculum document of the Berry Street Education Model, RRRR and You Can Do It! programs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,610.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement a Professional Activity Plan for staff incorporating the Berry Street Education Model, RRRR and You Can Do It! programs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement peer observations (within Bundarra and our community) to support the development of values curriculum	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Update community values education material and processes (newsletter, facebook, events etc)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a School Council Professional Activity Planner to enhance SC meetings, provide wellbeing activities, perception data analysis and brainstorm opportunity	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement student tracking/ learning conversations to enhance student voice opportunity and connections between leadership and students	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$458,731.00	\$458,731.00
Additional Equity funding	\$5,950.00	\$5,950.00
Grand Total	\$464,681.00	\$464,681.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement a Professional Activity Plan for staff on identified AIP and PDP goals (Inhouse SW training)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$800.00	\$800.00
Provide an effective staffing profile to ensure whole school curriculum and pedagogical practices to engage and challenge all students (Small class sizes, intervention program and wellbeing staff)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$448,957.00	\$448,957.00
Enhance student achievement data analysis processes (Essential Assessments/ MiniLit)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,140.00	\$5,140.00
Review curriculum to incorporate opportunities for student voice & agency in each curriculum area (Shared "Voice" Day/ GRIP conference)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,224.00	\$1,224.00

Develop a synthesised values curriculum document of the Berry Street Education Model, RRRR and You Can Do It! programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,610.00	\$2,610.00
Totals			\$458,731.00	\$458,731.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student wellbeing and community support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$5,950.00	\$5,950.00
Totals			\$5,950.00	\$5,950.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement a Professional Activity Plan for staff on identified AIP and PDP goals (Inhouse SW training)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site TBC
Undertake PLC HITS Mini Projects on team identified (specific) HITS strategies to enhance staff knowledge, skills and use of High Impact Teaching Strategies	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	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"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Review curriculum to incorporate opportunities for student voice & agency in each curriculum area (Shared "Voice" Day/ GRIP conference)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants GRIP Leadership Conference 2020 (student leaders) <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

					SSS team <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop a synthesised values curriculum document of the Berry Street Education Model, RRRR and You Can Do It! programs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff <input checked="" type="checkbox"/> External consultants YCDI! BSEM <input checked="" type="checkbox"/> Departmental resources RRRR SSS team	<input checked="" type="checkbox"/> On-site