

# 2021 Annual Implementation Plan

## for improving student outcomes

Cranbourne Park Primary School (4887)



Submitted for review by Ross Carlson (School Principal) on 24 March, 2021 at 09:13 AM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 26 March, 2021 at 08:11 AM  
Endorsed by Catherine Kingshott (School Council President) on 01 April, 2021 at 12:07 PM

# Self-evaluation Summary - 2021

Cranbourne Park Primary School (4887)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Emerging moving towards Evolving	Professional learning has been inconsistent across the school with many staff not engaging in school selected PL for several years. Collaboration and sharing of ideas/strategies occurs in small snapshots rather than a whole school approach. The PLT structure is in place for each team however the level of consistent student data review and forward planning is lacking. Teachers reflect upon own practice however there is no formal peer coaching/observation sessions to support teacher capacity and growth for leadership opportunities.
	Curriculum planning and assessment	Evolving	Teachers utilise the Victorian Curriculum to plan, design and deliver weekly programs. Traditionally these planners have been set the year prior and there has not been movement options to suit the level of student ability. The assessment plans have changed and been inconsistent amongst teams resulting in challenges to compare cohort data. There have been changes made to develop a consistent timetable and schedule for 2021 with all staff having input. PL will occur using the expertise of our staff plus local schools to review the Victorian Curriculum and look at new planner templates. The planners will become a fluid document changing to suit the needs of the cohorts.

	Evidence-based high-impact teaching strategies	Emerging	With significant changes in the leadership structure over the past four years there has been limited opportunities for teachers to improve teacher capacity through peer observations, coaching or mentoring sessions or develop in-depth goals for their PDP connected to the HITS. During PLT meetings staff have shared feedback on teaching programs and reflected upon units of teaching. Moving forward there will be a focus on developing clear protocols for peer observation and support and a consistent approach to the use of PLT's. PDP goals will assist in setting a clear path to personalise growth.
	Evaluating impact on learning	Evolving	Teachers provide feedback to students during the units of work and at the end of units. PLT's are used to discuss student data and inform teaching practices. There is a greater need for more in-depth analysis of student data and not just focus on the test results. Looking towards 2021 there will be a larger focus on using standardised testing and NAPLAN results to identify students needs. An assessment schedule has been developed with feedback from all levels of the school and this will be a fluid document to inform best practice. Student goals and feedback will be a component of staff PDP's.

<b>Professional leadership</b>	Building leadership teams	Emerging	Due to significant changes in leadership over the past four years there has been limited opportunity to extend staff leadership skills. More specific roles and responsibilities will be developed in 2021 with all staff having clearer understandings of their position and accountability expectations. Next year the school will be looking at best practice in other schools to re-develop the school's pedagogy and teaching
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			approaches. The SIT will meet regularly to review practice and implement initiatives.
	Instructional and shared leadership	Emerging	<p>During PLT's teachers share their knowledge of the curriculum and strategies for new teaching. Assessment data is shared and discussed as a group however there has been limited opportunity for staff to participate in PL on developing strong student assessments. With significant changes in leadership the pedagogy and direction of the school has not been consistent.</p> <p>The wider network is utilised by the Principal team and this will need further development in 2021 for the leaders. The school-wide culture is currently being improved to develop trust, respect and mutual collaboration. This will also be a strong focus for 2021.</p>
	Strategic resource management	Emerging	<p>The school is working towards a consistent and levelled approach to management with structures and protocols being developed. Recruitment processes will be transparent and clear to all staff moving forward along with openness on budget expenditure. The school has now developed and implemented a working consultative committee to bring ideas and share teacher workload concerns.</p> <p>In 2021 all staff will have PDP goals connected to developing their own capacity in managing student behaviours, curriculum knowledge and school-wide goals.</p>
	Vision, values and culture	Emerging	A new school vision, values and goals will be created for 2021 and beyond. The new leadership team will be working with all staff and the community to gain feedback. A new orderly learning environment will be developed for a consistent approach across the

			school with clearly developed expectations and consequences.
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<b>Positive climate for learning</b>	Empowering students and building school pride	Evolving	<p>Students have multiple exposures to leadership roles including the SRC, School captains and vice captains, house leaders and peer mediators.</p> <p>One of the specialist teachers run the leadership program and regularly check in and assist the leaders to run events, speak at assemblies etc</p> <p>Students ideas and feedback is shared at leadership level and will be a focus for 2021 with whole school changes to take place.</p> <p>Each week a student's success is celebrated at class and year level. These are supported in the school newsletter. Moving to 2021 there will be a bigger focus on parents being notified and a push to build self-confidence and personal growth in students.</p> <p>Student feedback and goal setting will be a focus.</p>
	Setting expectations and promoting inclusion	Emerging	<p>Attendance continues to be a concern and through the COVID period there were significant numbers of disengaged students. During Term 4 when students returned the engagement level increased and very few were absent for periods of time.</p> <p>Policies were updated connected with Child Safe and School Council promoted these. A new facebook account was created to further engage and promote all students across the school. The parents have said they would be willing to assist in this area.</p> <p>Regular SSG and care team meetings were run by the wellbeing coordinator and parents were engaged with this process. For more in depth cases the meetings included outside agencies and support workers.</p> <p>The principal sends home a weekly update via email and the website for parents to know what is currently</p>

		occurring in the school. Feedback on this has been positive and parents have said they would be willing to engage with the school more in 2021. A prep information session was held for all new parents and well attended.
Health and wellbeing	Emerging	Student health is supported in classroom discussions and activities. A school chaplain and counsellor provided additional assistance to students who were identified. All teachers promote positive relationships with each other and students. Positive modelling is shown throughout each day on how to interact with others. External support agencies are referred to as needed through the wellbeing team and students are encouraged to develop a connection with at least one staff member to turn to for support. Teachers will be encouraged to keep well documented notes on students in 2021 and to know their students well to be able to identify when there is a concern.
Intellectual engagement and self-awareness	Evolving	Teachers follow the school's assessment schedule and the data is used by all teachers across the school. However, the degree and effectiveness of this data use varies between teachers and PLTs. During 2021 the PLT structure will be changed to allow increased collaboration across teams and year levels with the aim of upskilling all teachers in their curriculum knowledge, data analysis and implementation. Student engagement, goal setting and feedback are both areas identified in the SSP and will be developed moving forward.

Community engagement in learning	Building communities	Emerging	There have been a few opportunities for the community to engage with the school, such as the sharing of facilities. However, there have been limited direct community involvement. Moving into 2021 we aim to increase the involvement of the community, in particular parents, welcoming them into classroom and developing an inclusive school.
	Global citizenship	Emerging moving towards Evolving	Teachers are at the beginning stages of developing global citizenship. The school uses MAPPEN for curriculum planning and the teaching of global citizenship. It has not been made a priority to spread the importance of this to the community as the emphasis has remained heavily on attendance, literacy and numeracy.
	Networks with schools, services and agencies	Emerging	The school has actively engaged with numerous agencies including DHHS, Windermere, Child First, Oz Child and the Dandenong Aboriginal Co-Op to name a few. However, there have been inconsistencies and gaps in communication with a number of these agencies due to several staff changes over the past four years resulting in various staff leading Wellbeing. Moving forward we aim to improve the stability in staffing and create clear role descriptions, including the Wellbeing role.
	Parents and carers as partners	Evolving moving towards Embedding	There have been a few formal opportunities for the community to be involved in the school, this has included school council and a parent helpers group. Traditionally the parent helpers groups has been disconnected from the students, with the parent helpers completing tasks such as making displays or contacting books in the library. As we move into 2021 we hope to build stronger connections by having parents actively involved with the students in

			<p>classrooms, for example, reading to students and listening to them read.</p> <p>Traditionally, communication has been through printed notes sent home which can be slow and time consuming, moving into 2021 we will continue with the developments of 2020 where multiple forms of electronic communication will be used to enable easy, quick and timely communication between the school and families. This will include the Sentral Parent Portal and the use of email.</p>
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<b>Enter your reflective comments</b>	<p>The self-evaluation has been affected by significant interruptions to the school year due to COVID-19 as well as the school review held in Term 4.</p> <p>During the pandemic two terms of remote and flexible learning were held and there were a number of students who did not engage with the school.</p> <p>The school also had 5 Acting Principals until the start of Term 3 which caused significant changes to the management and overseeing of the school. With new plans being created for 2021 there will be a lot of work to improve school culture and teaching and learning practice.</p>
<b>Considerations for 2021</b>	<p>2021 will have a strong focus on improving the following:</p> <ul style="list-style-type: none"> <li>- teacher capacity in the understanding of curriculum involving research based instructional models</li> <li>- further development of PLT's to develop consistent teaching delivery and review of student data</li> <li>- develop and effective professional learning schedule</li> <li>- review the orderly learning environment and redesign with a whole school focus</li> <li>- investigate student wellbeing support programs</li> </ul>
<b>Documents that support this plan</b>	



## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve learning outcomes for all students in Literacy and Numeracy.
<b>Target 2.1</b>	<p>By 2024 NAPLAN results will show an increase in the percentage of students making high relative growth.</p> <ul style="list-style-type: none"> <li>● 30% of students in Year 5 Reading (21.9% in 2019)</li> <li>● 20% of students in Year 5 Numeracy (3% in 2019)</li> </ul>
<b>Target 2.2</b>	<p>By 2024 NAPLAN results will show an increase in the percentage of students achieving in the top two bands.</p> <ul style="list-style-type: none"> <li>● 47% of Year 3 and 5 students in Reading (2019: 33% for Year 5, 47% in Year 3)</li> <li>● 30% of Year 3 and 5 students in Numeracy (2019: 15% for Year 5, 25% in Year 3)</li> </ul>

<b>Target 2.3</b>	<p>By 2024 NAPLAN results will show a decrease in the percentage of students achieving in the bottom two bands in Numeracy</p> <ul style="list-style-type: none"> <li>● No more than 18% Year 3 and 5 students (2019: 20% for Year 5, 21% in Year 3)</li> </ul>
<b>Target 2.4</b>	<p>By 2024 the SSS results will show improved positive endorsement.</p> <ul style="list-style-type: none"> <li>● 65% in Collective efficacy (34% in 2020)</li> <li>● 70% in Academic emphasis (29% in 2020)</li> </ul>
<b>Target 2.5</b>	<p>By 2024 the student attitude to school survey results will show improved positive endorsement.</p> <ul style="list-style-type: none"> <li>● 80% Learning confidence (66% in 2020)</li> </ul>
<b>Target 2.6</b>	<p>By 2024 the SSS (Leadership module) results will show improved positive endorsement in the area of</p> <ul style="list-style-type: none"> <li>● 60% in “the schools leadership team are directly involved in helping teachers make instructional decisions using assessment data” (14% in 2020)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop and embed an evidenced based instructional model that also guides selected programs and structures in Literacy and Numeracy.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Prioritise PLTs as the essential structure to develop consistent teacher practice in curriculum content, and delivery and the use of data.

<b>Key Improvement Strategy 2.c</b> Building practice excellence	Establish and embed an effective PL and induction program focused largely on school priorities.
<b>Goal 3</b>	To improve student engagement in learning and life at school.
<b>Target 3.1</b>	By 2024 student attendance data will increase to an average of no more than 14 days of absences per student (22.70 days in 2020)
<b>Target 3.2</b>	By 2024 the student AToSS will show improved positive endorsement. <ul style="list-style-type: none"> <li>● 80% school connectedness (71% in 2020)</li> </ul>
<b>Target 3.3</b>	By 2024 the SSS results will show positive endorsement <ul style="list-style-type: none"> <li>● 60% positive parent and community involvement (27% in 2020)</li> <li>● 60% positive trust in students and parents (25% in 2020)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Review and embed evidence-based policies, processes and structures to support the orderly learning environment.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Investigate, implement and embed student goal setting and feedback mechanisms enabling student voice and agency in learning.
<b>Goal 4</b>	To improve student wellbeing.

<b>Target 4.1</b>	<p>By 2024 the student AToSS will show improved positive endorsement:</p> <ul style="list-style-type: none"> <li>● 80% “students respect for students” (44% in 2020)</li> <li>● 80% “students respect for teachers” (49% in 2020)</li> <li>● 90% “student safety at school” (68% in 2020)</li> <li>● 70% positive response for the teacher noticing when “something is bothering them” (58% in 2020 under teacher concern)</li> </ul>
<b>Target 4.2</b>	<p>By 2024 the Parent Opinion Survey will show improved positive endorsement:</p> <ul style="list-style-type: none"> <li>● 85% Promoting positive behaviour (75% in 2020)</li> <li>● 85% Respect for diversity (75% in 2020)</li> </ul>
<b>Target 4.3</b>	<p>By 2024 the SSS will show improved positive endorsement of:</p> <ul style="list-style-type: none"> <li>● 65% of staff believe teachers in this school work together to support the growth and learning of the whole student (52% in 2020)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	<p>Investigate, select and implement evidence–based programs to support students’ wellbeing.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Catch up</p> <ul style="list-style-type: none"> <li>- Utilise the Learning Specialist to improve teacher capacity to triangulate data for accuracy in student achievement outcomes.</li> <li>- Establish whole school curriculum delivery for consistency.</li> <li>- Teacher Judgement data (Progression Point) will show improved outcomes compared to end 2019 data sets for reading, writing, number and algebra.</li> <li>- Student attitude to school survey (learning confidence) will show higher than 68% positive endorsement. (66% in 2020)</li> </ul> <p>Happy, healthy, active kids</p> <ul style="list-style-type: none"> <li>- Student attendance data will show on average less than 18 days absent per student. (22.70 days in 2020 per student)</li> <li>- Student attitude to school (student safety at school) will show higher than 75% positive endorsement. (68% in 2020)</li> </ul> <p>Connected schools</p>

			<p>- Student attitude to school (school connectedness) will show higher than 72% positive endorsement. (71% in 2020)</p> <p>- Staff opinion survey will show higher than 35% positive endorsement for trust in students and parents. (25% in 2020)</p>
To improve learning outcomes for all students in Literacy and Numeracy.	No	<p>By 2024 NAPLAN results will show an increase in the percentage of students making high relative growth.</p> <ul style="list-style-type: none"> <li>● 30% of students in Year 5 Reading (21.9% in 2019)</li> <li>● 20% of students in Year 5 Numeracy (3% in 2019)</li> </ul>	
		<p>By 2024 NAPLAN results will show an increase in the percentage of students achieving in the top two bands.</p> <ul style="list-style-type: none"> <li>● 47% of Year 3 and 5 students in Reading (2019: 33% for Year 5, 47% in Year 3)</li> <li>● 30% of Year 3 and 5 students in Numeracy (2019: 15% for Year 5, 25% in Year 3)</li> </ul>	
		<p>By 2024 NAPLAN results will show a decrease in the percentage of students achieving in the bottom two bands in Numeracy</p>	

		<ul style="list-style-type: none"> <li>● No more than 18% Year 3 and 5 students (2019: 20% for Year 5, 21% in Year 3)</li> </ul>	
		<p>By 2024 the SSS results will show improved positive endorsement.</p> <ul style="list-style-type: none"> <li>● 65% in Collective efficacy (34% in 2020)</li> <li>● 70% in Academic emphasis (29% in 2020)</li> </ul>	
		<p>By 2024 the student attitude to school survey results will show improved positive endorsement.</p> <ul style="list-style-type: none"> <li>● 80% Learning confidence (66% in 2020)</li> </ul>	
		<p>By 2024 the SSS (Leadership module) results will show improved positive endorsement in the area of</p> <ul style="list-style-type: none"> <li>● 60% in “the schools leadership team are directly involved in helping teachers make instructional decisions using assessment data” (14% in 2020)</li> </ul>	

To improve student engagement in learning and life at school.	No	By 2024 student attendance data will increase to an average of no more than 14 days of absences per student (22.70 days in 2020)	
		By 2024 the student AToSS will show improved positive endorsement. <ul style="list-style-type: none"> <li>● 80% school connectedness (71% in 2020)</li> </ul>	
		By 2024 the SSS results will show positive endorsement <ul style="list-style-type: none"> <li>● 60% positive parent and community involvement (27% in 2020)</li> <li>● 60% positive trust in students and parents (25% in 2020)</li> </ul>	
To improve student wellbeing.	No	By 2024 the student AToSS will show improved positive endorsement: <ul style="list-style-type: none"> <li>● 80% “students respect for students” (44% in 2020)</li> <li>● 80% “students respect for teachers” (49% in 2020)</li> <li>● 90% “student safety at school” (68% in 2020)</li> <li>● 70% positive response for the teacher noticing when “something is bothering them” (58% in 2020 under teacher concern)</li> </ul>	



		<p>By 2024 the Parent Opinion Survey will show improved positive endorsement:</p> <ul style="list-style-type: none"> <li>● 85% Promoting positive behaviour (75% in 2020)</li> <li>● 85% Respect for diversity (75% in 2020)</li> </ul>	
		<p>By 2024 the SSS will show improved positive endorsement of:</p> <ul style="list-style-type: none"> <li>● 65% of staff believe teachers in this school work together to support the growth and learning of the whole student (52% in 2020)</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning Catch up</p> <ul style="list-style-type: none"> <li>- Utilise the Learning Specialist to improve teacher capacity to triangulate data for accuracy in student achievement outcomes.</li> <li>- Establish whole school curriculum delivery for consistency.</li> <li>- Teacher Judgement data (Progression Point) will show improved outcomes compared to end 2019 data sets for reading, writing, number and algebra.</li> <li>- Student attitude to school survey (learning confidence) will show higher than 68% positive endorsement. (66% in 2020)</li> </ul> <p>Happy, healthy, active kids</p> <ul style="list-style-type: none"> <li>- Student attendance data will show on average less than 18 days absent per student. (22.70 days in 2020 per student)</li> <li>- Student attitude to school (student safety at school) will show higher than 75% positive endorsement. (68% in 2020)</li> </ul>

	Connected schools - Student attitude to school (school connectedness) will show higher than 72% positive endorsement. (71% in 2020) - Staff opinion survey will show higher than 35% positive endorsement for trust in students and parents. (25% in 2020)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning Catch up</p> <ul style="list-style-type: none"> <li>- Utilise the Learning Specialist to improve teacher capacity to triangulate data for accuracy in student achievement outcomes.</li> <li>- Establish whole school curriculum delivery for consistency.</li> <li>- Teacher Judgement data (Progression Point) will show improved outcomes compared to end 2019 data sets for reading, writing, number and algebra.</li> <li>- Student attitude to school survey (learning confidence) will show higher than 68% positive endorsement. (66% in 2020)</li> </ul> <p>Happy, healthy, active kids</p> <ul style="list-style-type: none"> <li>- Student attendance data will show on average less than 18 days absent per student. (22.70 days in 2020 per student)</li> <li>- Student attitude to school (student safety at school) will show higher than 75% positive endorsement. (68% in 2020)</li> </ul> <p>Connected schools</p> <ul style="list-style-type: none"> <li>- Student attitude to school (school connectedness) will show higher than 72% positive endorsement. (71% in 2020)</li> <li>- Staff opinion survey will show higher than 35% positive endorsement for trust in students and parents. (25% in 2020)</li> </ul>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Dedicated time for the learning specialist to provide coaching to individual staff to build capacity</li> <li>- Curriculum teams set up with a leader for Literacy and Numeracy whole school development</li> <li>- DET tutor initiative running to support student catch up enhanced further with school ES members to support the implementation</li> <li>- Utilise further the PLT to develop deeper understanding of student data and set differentiated programs</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- At the conclusion of 2021 staff will have a greater understanding of the curriculum content across levels, enabling them to better cater for the differentiated needs of the students. Teachers will have a deeper understanding of the HITS - Goal Setting and Feedback - which will support student learning and outcomes.</li> <li>- Teachers will be setting clear goals with students, specific to where they are on the continuum, including catch up and extension work.</li> </ul>

	<ul style="list-style-type: none"> <li>- Students will be able to articulate their individual learning goals.</li> <li>- Parents and care givers will have an in-depth understanding on where their child is performing against the curriculum.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teachers will set clearly visible and differentiated goals set for students - this will be evidenced in planners and in classrooms.</li> <li>- Students will articulate their learning goals.</li> <li>- Through PLTs teachers will have had opportunities to take part in professional learning extending their knowledge of the curriculum outside of their immediate year levels.</li> <li>- Progression point data sets will show improved outcomes for all students.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLTs will be structured to allow teams to meet across levels. This will lead to enhanced knowledge of the curriculum and understanding of student data to enable differentiated planning to occur.	School Improvement Team School Leadership Team	PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Curriculum teams will be developed and meet on a fortnightly basis to design, develop and deliver programs in a consistent manner P-6.	All Staff Literacy Leader  Numeracy Leader  Team Leader(s)	PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish and support the small group tutor program to assist students	Assistant Principal Literacy Leader  Numeracy Leader  Principal	PLP Priority	from: Term 1 to: Term 4	\$144,000.00  Equity funding will be used

Learning specialist will be allocated one day per week to work with staff to build capacity	All Staff	PLP Priority	from: Term 1 to: Term 4	\$22,000.00  Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop a whole school well being team to oversee student engagement</li> <li>- Review and develop the student behaviour matrix</li> <li>- Employ a Leading teacher role to oversee student well being</li> <li>- Regular communication home regarding attendance concerns and positive changes</li> <li>- Establish regular home/school communication using online systems</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- A consistent approach to well being across the school will enable all staff to follow the same protocols.</li> <li>- Documented school-wide procedures and protocols for student management and engagement will be developed.</li> <li>- All staff will have a broader knowledge of the Child safety standards</li> <li>- Staff will have a greater knowledge of their students and be able to respond to concerns in a timely manner. There will be clear documentation outlining concerns and supports.</li> <li>- Parents will be well informed of their child's attendance</li> <li>- Parents will be well informed of school management through regular update</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teachers will have developed positive relationships with students and know their students well.</li> <li>- Documentation of students well being concerns will be evident and teacher supports put in place.</li> <li>- All staff follow the school-wide approach to student management.</li> <li>- Well being meeting minutes will show successes during the year.</li> <li>- Students attitude to school survey results will show improved results.</li> <li>- Parent opinion survey results will show improved results.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Well being team to support students concerns and assess current well being practices including working with a chaplain to develop whole school systems	Assistant Principal Principal	PLP Priority	from: Term 1	\$20,000.00

	Student Wellbeing Co-ordinator  Wellbeing Team		to: Term 4	Equity funding will be used
Professional learning for all staff in the area of Child Safety, Protective intervention training and student management	Principal School Leadership Team  Teacher(s) Wellbeing Team	PLP Priority	from: Term 1 to: Term 1	\$5,000.00  Equity funding will be used
Evaluate and refine the school-wide approach to student management	School Leadership Team Wellbeing Team	PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Employ a well being coordinator to oversee the whole school	Principal	PLP Priority	from: Term 1 to: Term 4	\$12,000.00  Equity funding will be used
utilise Sentral to establish and connect with parents/families	Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00  Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Establish a student engagement committee with a staff member to oversee the management with teachers from all levels involved</li> <li>- Regular promotion and inclusion in classroom lessons the importance of school values</li> <li>- Code of conduct re-written and shared with the community</li> <li>- Promote the positive connections and relationships between home/school and teachers/students</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Leaders will model the expected behaviours and norms across the school to strengthen community engagement and promote the code of conduct</li> <li>- Teachers will welcome and encourage parents and cares into the classrooms and all aspects of school-life</li> <li>- Students will feel a greater connection and sense of pride in the school through parents engagement and open communication</li> <li>- There will be a reduction in the number of student misdemeanours in the classroom and the playground</li> <li>- Students will display the school values on a daily basis</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Student opinion survey results will show greater positive endorsements.</li> <li>- Parent opinion survey will support the work that the school has been doing.</li> <li>- Staff opinion survey will show an increase in positive parent and community involvement and trust with students.</li> <li>- Student attendance data will have improved.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The community will be welcomed into the school through regular activities such as reading with students.	All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Workshops will be provided to support parents at home with their children.	Assistant Principal Literacy Leader  Numeracy Leader  Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used

Students will display positively the values of the school on a daily basis	All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$212,000.00	\$96,500.00
Additional Equity funding	\$350,000.00	\$235,000.00
<b>Grand Total</b>	<b>\$562,000.00</b>	<b>\$331,500.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish and support the small group tutor program to assist students	from: Term 1 to: Term 4	School-based staffing Teaching and learning programs and resources  Professional development (excluding CRT costs and new FTE)	\$144,000.00	\$45,000.00
Learning specialist will be allocated one day per week to work with staff to build capacity	from: Term 1 to: Term 4	School-based staffing CRT	\$22,000.00	\$22,000.00
Well being team to support students concerns and assess current well being practices including working with a chaplain to develop whole school systems	from: Term 1 to: Term 4	School-based staffing CRT	\$20,000.00	\$10,000.00

Professional learning for all staff in the area of Child Safety, Protective intervention training and student management	from: Term 1 to: Term 1	Professional development (excluding CRT costs and new FTE) CRT Support services	\$5,000.00	\$5,000.00
Employ a well being coordinator to oversee the whole school	from: Term 1 to: Term 4	School-based staffing	\$12,000.00	\$12,000.00
utilise Sentral to establish and connect with parents/families	from: Term 1 to: Term 4	Support services	\$9,000.00	\$2,500.00
<b>Totals</b>			\$212,000.00	\$96,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of additional Education Support Staff to work with students in the tutor program and assist in classrooms	from: Term 1 to: Term 4	School-based staffing	\$200,000.00	\$85,000.00
Additional ES to support classroom instruction	from: Term 1	School-based staffing	\$150,000.00	\$150,000.00
<b>Totals</b>			\$350,000.00	\$235,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLTs will be structured to allow teams to meet across levels. This will lead to enhanced knowledge of the curriculum and understanding of student data to enable differentiated planning to occur.	School Improvement Team School Leadership Team	from: Term 1 to: Term 4	Moderated assessment of student learning Curriculum development Formalised PLC/PLTs	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Literacy expertise Internal staff Learning Specialist Literacy Leaders Practice Principles for Excellence in Teaching and Learning High Impact Teaching Strategies (HITS) Numeracy leader	On-site
Curriculum teams will be developed and meet on a fortnightly basis to design, develop and deliver programs in a consistent manner P-6.	All Staff Literacy Leader Numeracy Leader Team Leader(s)	from: Term 1 to: Term 4	Planning Moderated assessment of student learning Student voice, including input and feedback	Professional Practice Day Formal School Meeting / Internal Professional Learning Sessions	Internal staff Learning Specialist Literacy Leaders Numeracy leader	On-site
Establish and support the small group tutor program to assist students	Assistant Principal	from: Term 1 to: Term 4	Design of formative assessments	Formal School Meeting / Internal Professional Learning Sessions	Teaching partners Internal staff	On-site

	Literacy Leader Numeracy Leader Principal		Moderated assessment of student learning			
Learning specialist will be allocated one day per week to work with staff to build capacity	All Staff	from: Term 1 to: Term 4	Planning Design of formative assessments Moderated assessment of student learning	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Internal staff Numeracy leader	On-site
Well being team to support students concerns and assess current well being practices including working with a chaplain to develop whole school systems	Assistant Principal Principal Student Wellbeing Co-ordinator Wellbeing Team	from: Term 1 to: Term 4	Preparation Formalised PLC/PLTs Demonstration lessons	Whole School Pupil Free Day Timetabled Planning Day PLC/PLT Meeting	Internal staff	On-site
Professional learning for all staff in the area of Child Safety, Protective intervention training and student management	Principal School Leadership Team Teacher(s)	from: Term 1 to: Term 1	Planning Preparation	Whole School Pupil Free Day Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Internal staff Departmental resources Protective Intervention Training - Tessa	On-site

	Wellbeing Team					
Evaluate and refine the school-wide approach to student management	School Leadership Team Wellbeing Team	from: Term 1 to: Term 4	Peer observation including feedback and reflection Formalised PLC/PLTs Demonstration lessons	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Internal staff	On-site
Employ a well being coordinator to oversee the whole school	Principal	from: Term 1 to: Term 4	Curriculum development Peer observation including feedback and reflection  Student voice, including input and feedback	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Internal staff	On-site