

# 2021 Annual Implementation Plan

## for improving student outcomes

Kallista Primary School (3993)



Submitted for review by Christine Finighan (School Principal) on 07 December, 2020 at 12:51 PM  
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 17 December, 2020 at 10:55 AM  
Endorsed by tash Leach (School Council President) on 18 February, 2021 at 10:03 AM

## Self-evaluation Summary - 2021

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

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

<b>Enter your reflective comments</b>	<p>Excellence in teaching and learning in teaching and learning:</p> <p>In 2020 we have focused on wellbeing and the technical and engagement aspects of remote learning- the collaboration has been immense and teachers' response has been agile to the challenges of RL. However, we are looking forward to face to face teacher collaboration to improve student learning outcomes in 2021. We will therefore focus on strengthening shared leadership. We will embed our PLC process into our Level, Staff and SIT meetings to:</p> <ul style="list-style-type: none"> <li>* implement formative and summative assessments and systematically review them to identify implications for future lesson planning, including curriculum content and pedagogy;</li> <li>*use formative assessment to target teaching to individual students and cohorts learning needs- for catch up and extension, and ongoing learning;</li> <li>*continue to refine and embed assessment processes that improve consistency in the assessment of student learning, and include students in this process(rubrics, conferencing, moderation);</li> </ul> <p>In Catch Up Learning- We will use key staff for targeted student learning groups, based on analysis of student learning data</p>
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	<p>(as above). Assessments used are Essential Assessments, F and P, PAT Maths, PAT Reading, SA Spelling Test          In Extension Learning- Based on formative assessment and we will establish processes to analyse student feedback on lesson content, curiosity and student engagement in learning, and develop processes for students to engage in designing learning that is challenging, inquiry based and discipline rich.</p>
<p><b>Considerations for 2021</b></p>	<p>The 3 DET State-wide Priorities will be our focus-</p> <ol style="list-style-type: none"> <li>1) Healthy, Happy, Active kids</li> <li>2) Learning Catch Up and Extension</li> <li>3) Connected Schools</li> </ol> <p>COVID Safe Regulations and being prepared for 'possible' snap, short lockdowns</p> <p>Tutor Learning Initiative</p> <p>SIP – collaboration with Mt Evelyn PS</p> <p>Reconciliation Action Planning Committee – Walking Together and Truth Telling at Kallista: Creating Community, Collaborating and Curriculum Learning</p> <p>Creative Workers Filming Project, and SYR Indigenous Story Boards project</p> <p>Education Week- celebrating Reconciliation in Action at Kallista</p> <p>Chaplain</p> <p>Therapy Room and New Recreational area being constructed this year</p>
<p><b>Documents that support this plan</b></p>	<p>COVID Safe Plan for Schools</p> <p>FISO Implementation Guidelines</p> <p>KPS Curriculum Planning Documentation- Maths, English and Inquiry</p> <p>Standardised Summative Assessment documentation- Essential Assessments, F and P, PAT Maths, PAT Reading and SA Spelling Test</p> <p>Respectful Relationships Curriculum</p> <p>Reconciliation Action Plan</p>

Tutor Learning Initiative documentation, including planning, assessment and Individual and Group Education Plans

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2021 Priorities Goal</b>
<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>	<b>Improve student learning outcomes in Numeracy</b>
<b>Target 2.1</b>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the percentage of Year 5 students achieving above the benchmark in Numeracy from 10 per cent in 2019 to 25 per cent</li> <li>• By 2023, decrease the percentage of Year 5 students achieving below the benchmark in Numeracy from 20 per cent to 10 per cent.</li> </ul>
<b>Target 2.2</b>	<p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the positive endorsement for Teacher Collaboration from 50 per cent in 2019 to 70 per cent</li> <li>• By 2023, increase the positive endorsement for Collective focus on student learning from 79 per cent in 2019 to 85 per cent</li> <li>• By 2023, increase the positive endorsement for Guaranteed and Viable Curriculum from 60 per cent in 2019 to 75 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>By 2023, increase the positive endorsement for Collective Efficacy from 75 per cent in 2019 to 85 per cent.</li> </ul>
<b>Target 2.3</b>	<p><b>TEACHER JUDGEMENT</b></p> <p>By 2023, the percentage of year 5 students at Above Expected Level will be at 35% or above</p> <p>By 2023, the percentage of year 5 students at Below Expected Level will be at 10% or below</p>
<b>Key Improvement Strategy 2.a</b> Instructional and shared leadership	Build instructional and shared leadership to drive Numeracy improvement across the school
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher pedagogical content knowledge and understanding of the Mathematics curriculum
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build teacher capacity to collect, analyse and use data to inform differentiated planning
<b>Goal 3</b>	<b>Improve student learning outcomes in Literacy</b>
<b>Target 3.1</b>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Reading from 21 per cent in 2019 to 10 per cent</li> <li>By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Writing from 25 per cent in 2019 to 15 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Spelling from 25 per cent in 2019 to 15 per cent.</li> </ul>
<b>Target 3.2</b>	<p><b>Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the percentage of Foundation to Year 6 students achieving above the expected level in Reading and Viewing to 35%</li> <li>• By 2023, increase the percentage of Foundation to Year 6 students achieving above the expected level in Writing to 35%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Instructional and shared leadership	Implement and monitor a Professional Learning Communities approach to improve student outcomes
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Develop a holistic approach to curriculum, pedagogy and assessment in Literacy
<b>Goal 4</b>	<b>Improve student engagement in their learning</b>
<b>Target 4.1</b>	<p><b>Attitude to School Survey</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the positive endorsement for Student Voice and Agency from 70 per cent in 2019 to 80 per cent</li> <li>• By 2023, increase the positive endorsement for Stimulating Learning from 78 per cent in 2019 to 85 per cent</li> <li>• By 2023, increase the positive endorsement for Motivation and Interest from 76 per cent to 85 per cent.</li> </ul>
<b>Target 4.2</b>	<b>Parent Opinion Survey</b>

	<ul style="list-style-type: none"> <li>• By 2023, increase the positive endorsement for Student Agency and Voice from 73 per cent in 2019 to 80 per cent</li> <li>• By 2023, increase the positive endorsement for Teacher Communication from 70 per cent to 80 per cent and Teacher Effectiveness to 80%</li> </ul>
<b>Target 4.3</b>	Staff and Parent Surveys express confidence in student engagement in learning over a range of categories such as engagement in tasks and general productivity, motivation and interest, teacher support, and opportunities for students to have a say in how they learn.
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Build teacher capacity to understand the impact of student voice and agency
<b>Key Improvement Strategy 4.b</b> Building practice excellence	Build teacher capacity to activate student voice and agency in planning and delivery of learning
<b>Key Improvement Strategy 4.c</b> Parents and carers as partners	Develop purposeful partnerships between the staff, students and parents/carers to effectively support learning progress

## 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 &amp; Extension***            Individual identified students, undertaking learning catch-up and extension within tutoring program, will achieve 90% of individualised goals for the year.            This will be continuously monitored within the teaching, learning, assessment cycle throughout the year.            All students in tutoring program will have Individual Education Plans that will monitor progression and reset SMART learning goals.</p> <p>NOTE: The assessment undertaken to identify students at the end of 2020:            Essential Assessment            F and P            PAT Maths            PAT Reading            ***Happy, Healthy Active Kids***            Attitudes to School Survey            By end 2021, increase the positive endorsement for Student Voice and Agency from 70 per cent in 2019 to 75 per cent            By end 2021, increase the positive endorsement for Stimulating Learning</p>

			<p>from 78 per cent in 2019 to 80 per cent By end 2021, increase the positive endorsement for Motivation and Interest from 76 per cent to 80 per cent. Parent Opinion Survey</p> <p>By end 2021, increase the positive endorsement for Student Agency and Voice from 73 per cent in 2019 to 78 per cent By end 2021, increase the positive endorsement for Teacher Communication from 70 per cent to 75 per cent.</p> <p>Staff and Parent Surveys express confidence in student engagement in learning over a range of categories such as engagement in tasks and general productivity, motivation and interest, teacher support, and opportunities for students to have a say in how they learn.</p>
Improve student learning outcomes in Numeracy	Yes	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the percentage of Year 5 students achieving above the benchmark in Numeracy from 10 per cent in 2019 to 25 per cent</li> <li>• By 2023, decrease the percentage of Year 5 students achieving below the benchmark in Numeracy from 20 per cent to 10 per cent.</li> </ul>	<p>NAPLAN PERCENTAGE OF YEAR 5 STUDENTS ACHIEIVING ABOVE THE BENCHMARK IN NUMERACY 2019- 10% 2021- 20% SSP TARGET 2023- 25%</p> <p>PERCENTAGE OF YEAR 5 STUDENTS ACHIEIVING BELOW THE BENCHMARK IN NUMERACY 2019- 20% 2021- 15% SSP TARGET 2023- 10%</p>

		<p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the positive endorsement for Teacher Collaboration from 50 per cent in 2019 to 70 per cent</li> <li>• By 2023, increase the positive endorsement for Collective Focus on Student Learning from 79 per cent in 2019 to 85 per cent</li> <li>• By 2023, increase the positive endorsement for Guaranteed and Viable Curriculum from 60 per cent in 2019 to 75 per cent</li> <li>• By 2023, increase the positive endorsement for Collective Efficacy from 75 per cent in 2019 to 85 per cent.</li> </ul>	<p>Teacher Collaboration to 80%  Collective Efficacy to 80%  Guaranteed &amp; Viable Curriculum to 70%  Collective Focus on Student Learning to 85%</p>
		<p><b>TEACHER JUDGEMENT</b></p> <p>By 2023, the percentage of year 5 students at Above Expected Level will be at 35% or above</p> <p>By 2023, the percentage of year 5 students at Below Expected Level will be at 10% or below</p>	<p>By 2021, the percentage of year 5 students at Above Expected Level will be at 28% or above</p> <p>By 2021, the percentage of year 5 students at Below Expected Level will be at 20% or below</p>
<p>Improve student learning outcomes in Literacy</p>	<p>Yes</p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Reading from 21 per cent in 2019 to 10 per cent</li> <li>• By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Writing from 25 per cent in 2019 to 15 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Spelling from 25 per cent in 2019 to 15 per cent.</li> </ul>	
		<p><b>Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the percentage of Foundation to Year 6 students achieving above the expected level in Reading and Viewing – baseline data to be determined at end of 2019</li> <li>• By 2023, increase the percentage of Foundation to Year 6 students achieving above the expected level in Writing – baseline data to be determined at end of 2019.</li> </ul>	
<b>Improve student engagement in their learning</b>	<b>Yes</b>	<p><b>Attitude to School Survey</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the positive endorsement for Student Voice and Agency from 70 per cent in 2019 to 80 per cent</li> <li>• By 2023, increase the positive endorsement for Stimulating Learning from 78 per cent in 2019 to 85 per cent</li> <li>• By 2023, increase the positive endorsement for Motivation and Interest from 76 per cent to 85 per cent.</li> </ul>	
		<p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• By 2023, increase the positive endorsement for Student Agency and Voice from 73 per cent in 2019 to 80 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• By 2023, increase the positive endorsement for Teacher Communication from 70 per cent to 80 per cent.</li> </ul>	
		<p>Staff and Parent Surveys express confidence in student engagement in learning over a range of categories such as engagement in tasks and general productivity, motivation and interest, teacher support, and opportunities for students to have a say in how they learn.</p>	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>***Learning Catch Up &amp; Extension***  Individual identified students, undertaking learning catch-up and extension within tutoring program, will achieve 90% of individualised goals for the year.  This will be continuously monitored within the teaching, learning, assessment cycle throughout the year.  All students in tutoring program will have Individual Education Plans that will monitor progression and reset SMART learning goals.</p> <p>NOTE: The assessment undertaken to identify students at the end of 2020:  Essential Assessment  F and P  PAT Maths  PAT Reading</p> <p>***Happy, Healthy Active Kids***  Attitudes to School Survey  By end 2021, increase the positive endorsement for Student Voice and Agency from 70 per cent in 2019 to 75 per cent  By end 2021, increase the positive endorsement for Stimulating Learning from 78 per cent in 2019 to 80 per cent  By end 2021, increase the positive endorsement for Motivation and Interest from 76 per cent to 80 per cent.  Parent Opinion Survey</p>

	<p>By end 2021, increase the positive endorsement for Student Agency and Voice from 73 per cent in 2019 to 78 per cent By end 2021, increase the positive endorsement for Teacher Communication from 70 per cent to 75 per cent.</p> <p>Staff and Parent Surveys express confidence in student engagement in learning over a range of categories such as engagement in tasks and general productivity, motivation and interest, teacher support, and opportunities for students to have a say in how they learn.</p>
<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.
<b>Goal 2</b>	Improve student learning outcomes in Numeracy
<b>12 Month Target 2.1</b>	<p>NAPLAN PERCENTAGE OF YEAR 5 STUDENTS ACHIEIVING ABOVE THE BENCHMARK IN NUMERACY 2019- 10% 2021- 20% SSP TARGET 2023- 25%</p>

	PERCENTAGE OF YEAR 5 STUDENTS ACHIEIVING BELOW THE BENCHMARK IN NUMERACY 2019- 20% 2021- 15% SSP TARGET 2023- 10%	
<b>12 Month Target 2.2</b>	Teacher Collaboration to 80% Collective Efficacy to 80% Guaranteed & Viable Curriculum to 70% Collective Focus on Student Learning to 85%	
<b>12 Month Target 2.3</b>	By 2021, the percentage of year 5 students at Above Expected Level will be at 28% or above  By 2021, the percentage of year 5 students at Below Expected Level will be at 20% or below	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Instructional and shared leadership	Build instructional and shared leadership to drive Numeracy improvement across the school	No
<b>KIS 2</b> Building practice excellence	Build teacher pedagogical content knowledge and understanding of the Mathematics curriculum	No
<b>KIS 3</b> Curriculum planning and assessment	Build teacher capacity to collect, analyse and use data to inform differentiated planning	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>After the 2019/2020 Primary Maths Specialist (PMS) training and 2019 Professional Learning Communities (PLC) training, we will be implementing processes and procedures across the school to use formative assessment through collaboration on the FISO improvement cycle to improve student learning outcomes in Numeracy.</p> <p>In 2021, we will work as a PLC, to monitor student learning data, and to further develop high levels of consistency in teaching practice in each class across the school. Differentiation based on formative assessment will be the key focus for our PMSS coaches, and will be supported through our</p>	

work in 2021 with Mt Evelyn PS as our School Improvement Partnership school, alongside Alisha Wildey our EIL..

This will help us to achieve learning catch-up and extension across the school.

Instructional practice to support deep engagement and teaching to point of need in every classroom will be supported by coaching in:

\*The use of learning intentions, success criteria, and anchor charts in teaching

\*The use of Formative Assessment, and engagement of students in personal goal setting.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p><b>***Learning Catch Up &amp; Extension***</b>            Individual identified students, undertaking learning catch-up and extension within tutoring program, will achieve 90% of individualised goals for the year.            This will be continuously monitored within the teaching, learning, assessment cycle throughout the year.            All students in tutoring program will have Individual Education Plans that will monitor progression and reset SMART learning goals.</p> <p>NOTE: The assessment undertaken to identify students at the end of 2020:            Essential Assessment            F and P            PAT Maths            PAT Reading  <b>***Happy, Healthy Active Kids***</b>            Attitudes to School Survey            By end 2021, increase the positive endorsement for Student Voice and Agency from 70 per cent in 2019 to 75 per cent            By end 2021, increase the positive endorsement for Stimulating Learning from 78 per cent in 2019 to 80 per cent            By end 2021, increase the positive endorsement for Motivation and Interest from 76 per cent to 80 per cent.            Parent Opinion Survey</p> <p>By end 2021, increase the positive endorsement for Student Agency and Voice from 73 per cent in 2019 to 78 per cent            By end 2021, increase the positive endorsement for Teacher Communication from 70 per cent to 75 per cent.</p> <p>Staff and Parent Surveys express confidence in student engagement in learning over a range of categories such as engagement in tasks and general productivity, motivation and interest, teacher support, and opportunities for students to have a say in how they learn.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	* Develop data literacy of teachers to inform understanding of student learning needs and progress, and to monitor students needing additional support

	<ul style="list-style-type: none"> <li>* Embed Numeracy and Literacy PLC to support teacher collaboration on data, and to strengthen teacher collaboration and practice</li> <li>* Embed consistent approaches to formative assessment</li> </ul>
<b>Outcomes</b>	<p>Students will-</p> <ul style="list-style-type: none"> <li>* Be directly involved with the teacher in the goal setting process and understand their Individual Education Plan</li> <li>* Know what their next steps are to progress their learning</li> </ul> <p>Teachers will-</p> <ul style="list-style-type: none"> <li>* Confidently and accurately identify student learning needs</li> <li>* Collect, analyse and respond to formative assessment data from PLC inquiry approach</li> <li>* Plan for differentiated learning</li> <li>* Provide students with regular feedback</li> </ul> <p>Leaders will-</p> <ul style="list-style-type: none"> <li>* Establish and monitor intervention and small group tutoring</li> <li>* PLC will meet regularly to engage in collaboration focused on data analysis and planning for learning</li> <li>* Monitor the implementation and learning data from the Quicksmart /Toe by Toe intervention program</li> </ul>
<b>Success Indicators</b>	<p>Students will-</p> <ul style="list-style-type: none"> <li>* Show progress against their IEP and learning goals</li> <li>* Be able to express their goals and tell what they are doing to progress their learning in relation to the goal</li> </ul> <p>Teachers will-</p> <ul style="list-style-type: none"> <li>* Have records of Student Support Group meetings, conferences and IEPs that show parent/student involvement in development and monitoring of learning goals and progress</li> <li>* Minutes from PLC team meetings demonstrate collaborative and targeted planning, data conversations and evaluation of practice to provide a differentiated teaching and learning program</li> </ul> <p>Leaders will-</p> <ul style="list-style-type: none"> <li>* Observe the achievement of the 12 month AIP learning target above using teacher formative assessment data and teacher judgement data</li> <li>* Implement SIT Essential Elements 3, 7 and 8</li> <li>* Conduct Performance Development conversation in teams , focused on the actions and outcomes of AIP</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Equity funds (Cash and Credit) used to provide Quicksmart Maths licence/training for 2021 for ESS for Numeracy/Literacy Intervention in Year 4,5 & 6.	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00  <input checked="" type="checkbox"/> Equity funding will be used
The above ESS salary for Num/Lit Intervention in 2021 totals Equity Credit funds from Indicative 2021 budget will partially cover this- \$ 3160/ the Language and Learning Disabilities Support credit funds of \$8348 also funds this intervention program at Total of = \$11508	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
KPS school leadership are implementing a structure to support the tutor program. Assessment was completed in Dec 2020 to inform student groupings. Formative assessment will continue over 2021 and will inform the composition of student groups based on learning needs. Students will sometimes be tutored out of class and sometimes tutors will work in class with the teacher, and time must be given to tutors and teachers to reflect on learning progress and planning lessons.	<input checked="" type="checkbox"/> Leadership Team <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
Numeracy PLC – Dandenong Ranges Network PL will be accessed through the Numeracy Community of Practice  Literacy PLC – School Improvement Partnership with Mt Evelyn. Focus is Teaching Writing ‘ with Misty Adoniou through Lilydale District Network	<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
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			

<b>Actions</b>	<ul style="list-style-type: none"> <li>* Conduct regular check-ins and conferencing with students</li> <li>* Establish and embed routines for health, wellbeing and engagement and prioritise them in the school day, in policy, practices and processes in class and across the school (eg. Establishing a Learning Community Induction, SWPB, trauma informed practice, values education, restorative practice, brain breaks, etc)</li> <li>*Utilise internal &amp; external agencies, SSSO network, allied health to support vulnerable students and parents</li> <li>* Ensure all students can reengage with all forms of the Arts, including music, dance, drama, film and visual arts.</li> </ul>
<b>Outcomes</b>	<p>Students will-</p> <ul style="list-style-type: none"> <li>* Be able to articulate the success they are having in classes and at school</li> <li>* Feel supported and engaged in homegroups</li> <li>* At risk students will receive targeted support in a timely manner from wellbeing coordinator, allied health and SSSO</li> </ul> <p>Teachers will-</p> <ul style="list-style-type: none"> <li>* Wellbeing coordinator will implement the wellbeing program for students identified as at-risk</li> <li>* Teachers will incorporate trauma informed practices in classes and in the planning and delivery of units of work</li> <li>* Teachers will integrate social emotional learning into their practice and lessons</li> </ul> <p>Leaders will-</p> <ul style="list-style-type: none"> <li>* Integrate social - emotional learning into the whole school practice, policies and processes</li> <li>* Leaders will continue to strengthen engagement with regional and external agencies to support students and ensure parents are connected to internal &amp; external agencies and support services, eg. SSSO network, allied health to support vulnerable students and parents</li> <li>*Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</li> </ul>
<b>Success Indicators</b>	<p>Students will-</p> <ul style="list-style-type: none"> <li>* The school will achieve positive results from student focus groups and surveys about wellbeing and engagement in learning</li> <li>* Increase attendance across the year with only 5 % of students having more than 20 days unexplained absence across year</li> </ul> <p>Teachers will-</p> <ul style="list-style-type: none"> <li>* Have records of student conferences and check-ins, SSGs and parent support calls</li> </ul> <p>Leaders will-</p> <ul style="list-style-type: none"> <li>* Have individual records evidenced by data to show the identification of students at risk</li> <li>* Have emails and meeting minutes evidencing the targeted interventions used to support students' health and wellbeing needs, eg. Key contact meetings, funding applications, SSGs</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>2021 Induction: We will be starting off the year with our establishing a Learning Community induction process. To engage the students in this we will have a Back to School Super Hero theme, with a Super Hero day where students design their super hero and identify what super hero characteristics they will bring to school for Learning / Happiness / and Health. This will include activities for health and fun through PE classes and classroom teachers.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>KPS Indigenous Story Boards project funded by Shire of Yarra Ranges This project will be implemented in Sem 1, 2021. Includes students' writing, drawing and interviewing Aboriginal Wurundjeri people to tell their stories, and communicate in their language and first peoples' knowledge, about the food and medicine plants and the indigenous animals of the Dandenong Ranges. We will connect to Murundindi and the Mullum Mullum people, Students may also be involved in filming within this project if the next Creative Workers grant is successful.</p>	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,500.00  <input type="checkbox"/> Equity funding will be used
<p>Creative Workers Grant- We have applied to work with a local film maker (one of our mums) to involve the students in a film making project, that will integrate the visual arts, writing and drama and movement.</p>	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			

<b>Actions</b>	Strengthen parental involvement in on-site learning and wellbeing activities Stengthen and Embed our RAP group			
<b>Outcomes</b>	<p>Students will-</p> <ul style="list-style-type: none"> <li>* Feel connected to their school and have positive attitudes to attendance</li> </ul> <p>Teachers will-</p> <ul style="list-style-type: none"> <li>* Have strong relationships of trust and respect with parents in the school community</li> <li>* Teachers planning and class activities will support our school's Reconciliation Action Planning group will continue to meet and involve our students in National Sorry day, Reconciliation Week, and NAIDOC</li> </ul> <p>Leaders will-</p> <ul style="list-style-type: none"> <li>* Make the wider community feel welcome in the school and promote the regular use of school facilities</li> </ul>			
<b>Success Indicators</b>	<p>Students will-</p> <ul style="list-style-type: none"> <li>* Show improved attendance, and positive results in student focus groups and surveys such as AToSS, school based surveys</li> <li>* Celebrate Aboriginal and Torres Strait Islander special days in class with their peers and teachers</li> </ul> <p>Teachers will-</p> <ul style="list-style-type: none"> <li>* Have parents in to provide classroom support for learning/wellbeing</li> <li>* Provide twice a term call newsletter</li> <li>* Celebrate Aboriginal and Torres Strait Islander special days in class with their peers and students</li> </ul> <p>Leaders will-</p> <ul style="list-style-type: none"> <li>* Evidence positive results in POP/AToSS</li> <li>* Frequent communication through monthly Miniscope, Facebook and Compass emails</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>The KPS Teacher Representative on RAP is our Wellbeing Coord Kirsten Greenall</p> <p>Our school Reconciliation Action Planning group will continue to meet and involve our students in National Sorry Day, Reconciliation Week, and NAIDOC</p> <p>We will use Wurundjeri Council or Murrindindi to hold a smoking</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

ceremony				
<b>Goal 2</b>	Improve student learning outcomes in Numeracy			
<b>12 Month Target 2.1</b>	<p>NAPLAN PERCENTAGE OF YEAR 5 STUDENTS ACHIEIVING ABOVE THE BENCHMARK IN NUMERACY 2019- 10% 2021- 20% SSP TARGET 2023- 25%</p> <p>PERCENTAGE OF YEAR 5 STUDENTS ACHIEIVING BELOW THE BENCHMARK IN NUMERACY 2019- 20% 2021- 15% SSP TARGET 2023- 10%</p>			
<b>12 Month Target 2.2</b>	<p>Teacher Collaboration to 80% Collective Efficacy to 80% Guaranteed &amp; Viable Curriculum to 70% Collective Focus on Student Learning to 85%</p>			
<b>12 Month Target 2.3</b>	<p>By 2021, the percentage of year 5 students at Above Expected Level will be at 28% or above</p> <p>By 2021, the percentage of year 5 students at Below Expected Level will be at 20% or below</p>			
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capacity to collect, analyse and use data to inform differentiated planning			
<b>Actions</b>	<p>What students will do- *Be engaged in regular processes with their teachers about the classroom learning, and about their personal learning goals</p> <p>What teachers will do- *Focus on Essential Element 7-Assessment, and evidence improvement in the use of formative assessment tools to teach to point of need in planning and teaching</p>			

	<p>*Work collaboratively with School Improvement Partnership school- Mt Evelyn PS , and EIL Alisha Wildey</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>*Monitor student learning improvement through monitoring and evaluation of student data in SIT, PLTs and Level Teams</li> <li>*Identify areas for professional learning</li> <li>*Implement an effective PDP process aligned to AIP</li> </ul>
<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>*Set learning goals for Numeracy</li> <li>*Be able to describe their goals and explain what success will look like</li> <li>*Participate in developing anchor charts with teachers and refer to their notations for their learning</li> <li>*Be actively involved in providing feedback to teachers about their learning in Maths lessons</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*Embed formative assessment into Maths unit planners, and identify students below and above in planner with notations about point of need teaching</li> <li>*Complete and review IEPs to account for point of need teaching above and below Level</li> <li>*Attend staff meetings and level meetings, analyzing student learning data, undertake formative assessments and use to teach to student point of need, differentiating instruction.</li> <li>*Evidence consistency in classroom teaching routines and visual resources to support student learning and goal setting by students</li> <li>*Have implemented new knowledge from School Improvement Partnership PL with EIL and and Learning Walks,</li> <li>*Evidence use of formative assessment in PDPs</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>*Lead the PLC to drive student learning improvement through monitoring and evaluation of student data in SIT, PLTs and Level Teams</li> <li>* Peter Apostolopoulos is PLC Coordinator and will work alongside PLC Numeracy- Sonja Winkler, and PLC Literacy- Katie Knothe, to ensure the PLC Inquiry Cycle is established and embedded over 2021.</li> </ul> <p>Prin will:</p> <p>implement PDP process with all staff</p>
<p><b>Success Indicators</b></p>	<p>Students will-</p> <p>Demonstrate improved NAPLAN data as per AIP targets, and improved Teacher Judgement data in Numeracy across the school</p>

	<p>Positive results in school based survey on Student engagement in Learning (Lit and Numeracy Survey, additional to mid-year reporting cycle, 2021)</p> <p>Staff will-  Show improved whole school consistency of planning for differentiated instruction as seen in classroom observations and PDPs  Demonstrate the use of formative assessment for learning, co-construction of anchor charts, and use of learning intentions and success criteria across school in all classrooms as seen in Learning Walks  Staff survey results will continue to show improved results in collaboration and focus on teaching and learning</p> <p>Leaders will-  Resource teachers with time to undertake Learning Walks and to work with Partnership School</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
School Improvement Partnership with Mt Evelyn PS Working with EIL- Alisha Wildey	<input checked="" type="checkbox"/> Leadership Team <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
PMSS teachers Sonja Winkler and Kirsten Greenall have been trained in Maths specialist role (2019/20) and will deliver PL in differentiated maths instruction and provide modelling in classrooms to classroom teachers	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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	\$12,800.00	\$3,960.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$12,800.00</b>	<b>\$3,960.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funds (Cash and Credit) used to provide Quicksmart maths licence/training for 2021 for ESS for Numeracy/Literacy Intervention in Yr 4,5,6.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$800.00	\$800.00
The above ESS salary for Num/Lit Intervention in 2021 totals Equity Credit funds from Indicative 2021 budget will partially cover this- \$ 3160/ the Language and learning disabilities Support credit funds of \$8348 also goes towards this intervention program at Total of = \$11508	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$12,000.00	\$3,160.00
<b>Totals</b>			<b>\$12,800.00</b>	<b>\$3,960.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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<b>Totals</b>	\$0.00	\$0.00
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## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Equity funds (Cash and Credit) used to provide Quicksmart maths licence/training for 2021 for ESS for Numeracy/Literacy Intervention in Yr 4,5,6.	<input checked="" type="checkbox"/> Education Support	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Quicksmart maths training	<input checked="" type="checkbox"/> Off-site Quicksmart training is off-site
The KPS Teacher Representative on RAP is our Wellbeing Coord Kirsten Greenall Our school Reconciliation Action Planning group will continue to meet and involve our students in National Sorry Day, Reconciliation Week, and NAIDOC We will use Wurundjeri Council or Murrindindi to hold a smoking ceremony	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	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"/> External consultants We will use Mullum Mullum, and Murrindindi and the resources within our RAP group members.  <input checked="" type="checkbox"/> Departmental resources  We will use the KESO and DET resources	<input checked="" type="checkbox"/> On-site
School Improvement Partnership with Mt Evelyn PS Working with EIL- Alisha Wildey	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Visits to MtEvelyn PS

<p>PMSS teachers Sonja Winkler and Kirsten Greenall have been trained in Maths specialist role (2019/20) and will deliver PL in differentiated maths instruction and provide modelling in classrooms to classroom teachers</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</p>	<p><input checked="" type="checkbox"/> On-site</p>
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