2019 Annual Implementation Plan

for improving student outcomes

Camp Hill Primary School (1976)

Submitted for review by Christopher Barker (School Principal) on 20 December, 2018 at 01:18 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 15 March, 2019 at 03:34 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	This year has seen significant change in the team structure of the school with the introduction of school improvement teams with a clear charter to address improvement in the areas of reading, writing and mathematics. Each team has representatives from each department who are responsible for disseminating information both to and from the SIT team. In addition to the SIT teams, the Building Practice Excellence team are overseeing the implementation of inquiry based learning. The focus of these teams has been to develop commonality across the school in the areas of assessment, curriculum, teaching practice and planning. The work of these teams has seen the development of a curriculum scope and sequence identifying the .5 increments, an agreed instructional model for reading, writing and mathematics and planning documents for inquiry based learning. The agreed instructional model will help to address inconsistences in the teaching of reading where staff have adopted a variety of models. Student voice and agency has shown an increase in positive endorsement across the school, but is most improved at the Grade 6 level with this years results being well above those of last year. These results can be attributed to the embedding of inquiry based learning across the school. Student safety results remain strong with Parent Opinion Survey data indicating the school has a consistent and positive approach to modelling positive behaviour. This can be attributed to the introduction of SWPBS.

Considerations for 2019	Staff will need ongoing support with the implementation of the new instructional model, especially in reading. It is proposed that a peer observation process be implemented to provide feedback to staff so they are able to refine and modify their practice around the model. On going professional development will be provided by literacy support staff and EILS around the use of the Literacy Toolkit. With data trending down in writing, especially at Grade 3 level, greater emphasis will be placed on the unpacking of the NAPLAN item analysis data and the need for PLCs to identify problems of practice which could be impacting on student outcomes. The team structure will continue into 2019 with SIT teams working in targeted areas around writing, reading, mathematics and inquiry learning. Next year will also see the appointment of 2 maths specialist in the school, their role will be to develop their own professional learning and to support staff across the school to lift student outcomes in mathematics. Staff have indicated the need for further professional development around inquiry based learning, in particular the learning assets and how they are taught. It is anticipated at this stage on curriculum day will be devoted to this professional development. SWPBS all though embedded in the school's student engagement policy there is still a need for the school to develop a greater sense of the use of the language of positive behaviour.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student outcomes in Literacy and Numeracy.
Target 1.1	

1. All students deemed capable make one years expected growth in numeracy and literacy as measured by Ausvels/Victorian curriculum.

(Benchmark pending awaiting 2015 data)

2. NAPLAN relative growth for a least 75% of Year 5 students to remain at either medium or high growth in reading and writing.

The relative growth for numeracy and spelling to move from 25% of students making low growth to 75% of students making medium/high growth.

2017 NAPLAN Relative Growth data

	Medium growth	High growth	Total %
Reading	46.67	26.67	73.34
Writing	43.48	17.39	60.87
Numeracy	42.55	31.91	74.46
Spelling	52.17	26.09	78.26

Key Improvement Strategy 1.a Curriculum planning and assessment	Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are consistently implemented by teachers.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build staff capacity in the use of data then we can develop and implement a personalised learning model.
Key Improvement Strategy 1.c Building practice excellence	Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning.
Goal 2	To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community.

Target 2.1

SSP Goal: To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community.

Student Attitudes to School Survey Data:

SATSS	**2019 Goal**	**2017 data**	**2018 data**
Connectedness to Peers	4.52	ND	ND
Student Motivation	4.74	86%	91%
School Connectedness	4.76	81%	91%
Stimulating Learning	4.36	82%	91%

Key Improvement Strategy 2.a Building practice excellence	Enhance staff capacity to link extra-curricular and specialist learning opportunist opportunities into classroom programs
Key Improvement Strategy 2.b Building communities	Enhance transition processes including working in partnership with local secondary schools and preschools
Key Improvement Strategy 2.c Empowering students and building school pride	Increasing opportunities for students to input into decision making.
Goal 3	Ensure all members of the school community feel they are in a safe, inclusive, stimulating and supportive learning environment.

Target 3.1				

	2019 Goal	**2017 data**	**2018 Target**
General satisfaction	75percentile	81%	91%

School Climate Survey (whole staff results)

	2019 Goal % endorsement	2017 data % endorsement	2018 data target % endorsement
Collective efficacy	85%	84.3%	90%
Collective focus on teaching	95%	78.9%	77%
Teacher collaboration	75%	61.7%	70%
Shielding and buffering	68%	51.5%	60%

Key Improvement Strategy 3.a Empowering students and building school pride	Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning and student resilience.
Goal 4	To ensure consistency and alignment of all aspects of school operations and resource allocations to achieve the school vision.
Target 4.1	(see table below)

Staff Climate Survey Area	2015 Percentage Endorsement	2019 Percentage Endorsement
a. Collective Efficacy	83.6%	85%
b. Collective Focus on Teaching and Learning	90%	95%
c. Teacher Collaboration	63.5%	75%
d. Shielding and Buffering	55.1%	68%

Key Improvement Strategy 4.a Strategic resource management	1. Allocate resources to optimize student outcomes.
Key Improvement Strategy 4.b Strategic resource management	2. Continue to invest in the development and maintenance of all resources and facilities to a high standard.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student outcomes in Literacy and Numeracy.	Yes	1. All students deemed capable make one years expected growth in numeracy and literacy as measured by Ausvels/Victorian curriculum. (Benchmark pending awaiting 2015 data) 2. NAPLAN relative growth for a least 75% of Year 5 students to remain at either medium or high growth in reading and writing. The relative growth for numeracy and spelling to move from 25% of students making low growth to 75% of students making medium/high growth.	NAPLAN relative growth for a least 75% of Year 5 students to remain at either medium or high growth in reading and writing. The relative growth for numeracy and spelling to move from 25% of students making low growth to 75% of students making medium/high growth.

2017 NAPLAN Relative Growth data

	Medium growth	High growth	Total %
Reading	46.67	26.67	73.34
Writing	43.48	17.39	60.87
Numeracy	42.55	31.91	74.46
Spelling	52.17	26.09	78.26

To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community.	Yes	SSP Goal: To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community. **Student Attitudes to School Survey Data:**				SATSS data Connectedness to Peers: 4.52 Student Motivation: 4.46 School Connectedness:4.76 Stimulated Learning:4.36
		SATSS	**2019 Goal**	**2017 data**	**2018 data**	
		Connectedness to Peers	4.52	ND	ND	
		Student Motivation	4.74	86%	91%	
		School Connectedness	4.76	81%	91%	
		Stimulating Learning	4.36	82%	91%	
Ensure all members of the school community feel they are in a safe, inclusive, stimulating and supportive	Yes					General satisfaction 100% positive endorsement. School Climate Survey (whole staff results)
			2019 Goal	**2017 data**	**2018 Target**	
		General satisfaction	75percentile	81%	91%	

learning environment.		**School Climate Survey (whole staff results)**				2019 Goal % positive endorsement
			2019 Goal % endorsement	2017 data % endorsement	2018 data target % endorsement	Collective efficacy 85%
		Collective efficacy	85%	84.3%	90%	Collective focus on teaching 95%
		Collective focus on teaching	95%	78.9%	77%	Teacher collaboration 75%
		Teacher collaboration	75%	61.7%	70%	Shielding and buffering 68%
		Shielding and buffering	68%	51.5%	60%	
To ensure consistency and alignment of all aspects of school operations and resource allocations to achieve the school vision.	Yes	Staff Climate Survey Area	2015 Percentage Endorsement	2019 Percentage Endorsement		Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches
		a. Collective Efficacy	83.6%	85%		
		b. Collective Focus on Teaching and Learning	90%	95%		

c. Teacher Collaboration	63.5%	75%
d. Shielding and Buffering	55.1%	68%

Goal 1	To improve student outcomes in Literacy and Numeracy.	
12 Month Target 1.1	NAPLAN relative growth for a least 75% of Year 5 students to remain at either medium or high growth in reading and writing. The relative growth for numeracy and spelling to move from 25% of students making low growth to 75% of students making medium/high growth.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are consistently implemented by teachers.	Yes
KIS 2 Curriculum planning and assessment	Build staff capacity in the use of data then we can develop and implement a personalised learning model.	Yes
KIS 3 Building practice excellence	Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning.	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.	We are well into our professional journey with regards to using PLC as a means to measure student growth. We also trialled Sentral to house all data however the limitations it imposed were significant. In 2019, we plan to switch back to SPA given it versatility. As we have only recently completed our Curriculum Planning documents and identifying and implementing our Instructional model, significant work and professional learning is needed in these two areas. Most of our NAPLAN data is still trending negatively, both in regards to the five year trend and in regards to relative growth.
Goal 2	To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community.
12 Month Target 2.1	SATSS data Connectedness to Peers: 4.52 Student Motivation: 4.46 School Connectedness:4.76 Stimulated Learning:4.36

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance staff capacity to link extra-curricular and specialist learning opportunist opportunities into classroom programs	Yes
KIS 2 Building communities	Enhance transition processes including working in partnership with local secondary schools and preschools	Yes
KIS 3 Empowering students and building school pride	Increasing opportunities for students to input into decision making.	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.	Staff have expressed that they feel it is important that they have continued support with the consolidation of Inquiry Based Learning in every classroom. Staff have stated that they would like assistance with Learning Assets within the class. The SATSS data for 2018 shows that Motivation and Interest has dropped from 2017 and Stimulated Learning has remained stable, meaning Inquiry Learning is still very much as area for the school to focus on. The HIT strategies fit perfectly with Inquiry Learning and the Instructional Models for Numeracy and Literacy making them an important focus for 2019.	
Goal 3	Ensure all members of the school community feel they are in a safe, inclusive, stimulating and supportive learning environment.	
12 Month Target 3.1	General satisfaction 100% positive endorsement. School Climate Survey (whole staff results) 2019 Goal % positive endorsement Collective efficacy 85% Collective focus on teaching 95% Teacher collaboration 75% Shielding and buffering 68%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning and student resilience.	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.	Gains have been made in 2018 data in a reduction in the number of students absences, and an increase in the positive endorsement for student voice and agency domain in the ATTS survey. With the ongoing development of inquiry learning across the school, this provides the opportunity to differentiate learning and to actively engage students in having a voice and directing their own learning. the greatest impact of the inquiry based learning can be seen at the Grade 6 level where there have been significant gains made in student voice and agency this year. It is hoped that the learning assets used in inquiry learning will flow into other areas of student learning.Other opportunities will be provided to students to enable agency through goal setting in the classroom eg. a reading, writing and mathematics goals. School Wide Positive Behaviour Support program will continue to rolled out across the school. Data would suggest there has been an improvement in the tier 1 behaviour incidents identified through the reduction in the number of behaviour sheets issued. The general satisfaction result this year of 100% is strong indicator of parents overall satisfaction in terms or our curriculum delivery and student safety.	
Goal 4	To ensure consistency and alignment of all aspects of school operations and resource allocations to achieve the school vision.	
12 Month Target 4.1	Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Strategic resource management	1. Allocate resources to optimize student outcomes.	Yes
KIS 2 Strategic resource management	2. Continue to invest in the development and maintenance of all resources and facilities to a high standard.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school is in the 4th year of the School Strategic Plan and will undergo School Review Term 2 2019. The is KIS will allow a review of all practices and resourcing approaches undertaken over the previous 4 years of the plan. Of particular concern is the ongoing capital works and maintenance required to insure appropriate levels of OH&S and optimal learning spaces.	

Define Actions, Outcomes and Activities

Goal 1	To improve student outcomes in Literacy and Numeracy.
12 Month Target 1.1	NAPLAN relative growth for a least 75% of Year 5 students to remain at either medium or high growth in reading and writing. The relative growth for numeracy and spelling to move from 25% of students making low growth to 75% of students making medium/high growth.
KIS 1 Curriculum planning and assessment	Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are consistently implemented by teachers.
Actions	Mathematics Teachers need to build conceptual understandings of mathematical concepts and support with differentiating learning experiences. Teachers need time allocation to develop best practices for collecting and analysing data. Time allocation needs to be given to department teams to allow for development in data collection to plan for quality teaching and assessment to improve student outcomes. Teachers needs explicit coaching through modelled or peer observations to support every element of the evolving Camp Hill Primary School instructional model. All teachers F-6 will have implemented consistent term and weekly planners that are developed cooperatively in a logical sequence. These need to be embedded into planning days and time allocation given to weekly planning in departments. Reading Teachers will required continued professional development and resourcing to embed the Instructional Model. A focus on teaching practice through modelled or peer observation will allow for growth and reflection at least twice per year for each staff member. The Fountas and Pinnell Processing System for Reading will be included to drive reading practice and develop consistency in classrooms from F-6. A scope and sequence document will need to be developed to further support consistency around curriculum expectations in classrooms.

	Writing Throughout semester one the writing team will develop a consistent approach to each writing genre which will include vocabulary, grammar and punctuation for each text type. An assessment rubric for each text type and year level will be included to support self-assessment and goal setting for students. The Fountas and Pinnell Processing System for Writing will be included to develop consistency across the school with the expectation that all students will have a goal in writing that they are working towards. The second semester will focus on a consistent spelling program across the school.
Outcomes	Mathematics Staff will have consistency with planning and collection of data. Staff will have consistent term and weekly planners. Staff will have improved their conceptual knowledge and confidence of planning and teaching Mathematics, including differentiation of learning experiences. Students will have an improved attitude towards their mathematical learning. Students will have increased confidence in their ability to implement a range of strategies to solve problems. Reading Staff will actively embed the Instructional Model in their daily practice when teaching reading. Staff will ensure instruction is differentiated and assessment is consistent across departments. Staff will have consistency in reading planners at a term and weekly level. All students will have a personalised book box with both fiction and nonfiction texts suited to level and ability. Students will co-construct classroom libraries. Students will have personal reading goals reflected in reading journals. Writing Staff will use consistent language, grammar, punctuation, structure and vocabulary when teaching each text type. Staff will use the rubrics to support students in assessing their writing and developing individual writing goals. Fountas and Pinnell will support staff in planning and teaching genre, craft and conventions across the school in a consistent manner. Staff will implement a consistent approach to spelling across all year levels. Staff will use LI and SC to drive teaching with a focus on 'why' we a learning a particular skill in writing.
Success Indicators	Mathematics Term and Weekly planners - evidence of the data collected by F-6 staff. Attitudinal survey for staff and students.

Reading
Reflections post peer observations.
Classroom reading environments to include book boxes and libraries.
A scope and sequence document.
Attitudinal survey for staff and students.

Writing

Evidence of outcomes will be reflected in regular moderation of writing against the rubrics and the writing assessment booklet. Staff will dedicate PLCs to assess and monitor writing progress at a department/year level. Students will measure personal growth against the assessment rubrics. Naplan data will show improvements in spelling and grammar.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Appointment of a literacy and EAL support staff member	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$43,488.00 ☑ Equity funding will be used
Classroom teacher to undertake Focussed Classroom Observations in regards to Reading Instructional Model.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$3,200.00 ☐ Equity funding will be used
Two teachers to attend Bastow Literacy Leaders for Writing.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$4,600.00 ☐ Equity funding will be used
KIS 2 Curriculum planning and assessment	Build staff capacity in the use of data then we can develop and implement a personalised learning model.			

Actions	Teachers will continue to take part in the PLC process. Teachers will receive PL in regards to SPA and the functions and capabilities.
Outcomes	Term 1 Teachers will be provided with the opportunity to analyse school based data with the assistance of Michelle Druzic as part of the PRSE. Leadership will be provided with the opportunity to analyse school based data with the assistance of Michelle Druzic as part of the PRSE. Teachers will have a greater understanding of item analysis in the NAPLAN data and apply that knowledge in planning and the development of individual pathways for students. Students will have a greater knowledge of their own data and be able to apply that knowledge in developing individual learning goals. Staff will receive professional development in relation to the use of SPA data.
Success Indicators	Term 1 Leadership and Staff will have attended professional development on data analysis with Michelle Druzic. Teachers will have a greater understanding of how to use NAPLAN item analysis and dividual student responses, reflected in their planning and in the development of individual learning goals for students. Students will have set individual learning goals for reading, writing and mathematics. Staff will have received professional development in relation to the use of SPA data.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Activities Professional development in the use of NAPLAN and whole school data. Professional development in the use of SPA data. Student setting individual learning goals is in reading, writing and mathematics. Milestones Professional development delivered by Michelle in the first two weeks of Term 1 Professional development on SPA completed by the end of Term 1. Student goal setting undertaken by mid Term 1.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
KIS 3 Building practice excellence	Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning.			

Actions	Leadership team to investigate increased student agency in goal setting around student learning and in particular articulation of their learning. Students in years 3-6 begin to set challenging SMART goals in literacy based on assessment feedback provided teachers. Students will have the opportunity to develop their own learning goals in reading, writing and mathematics. Students Voice Teams will be created to analyse school based data sets such as the Attitudes to School Survey and NAPLAN. Student Voice Teams (SVTs) will be created to in engage student voice in the pre-review self evaluation. Students will be surveyed in relation to increasing student voice, student leadership and student agency.
Outcomes	Students will be more engaged in their learning through negotiated learning goals in reading, writing and mathematics. Students will be involved in Student Voice Teams and have a greater sense of self determination at the whole school, curriculum and individual level. Data gathered from interviewing students will be used to guide the develop goals for the new strategic plan. The data gathered through the surveying of students will be used to develop goals for the new strategic plan. Leadership team has the capacity to work with teachers around conditions to promote student agency.
Success Indicators	Practice Principle 3 Students will have collaborated with their teacher to identify assessment methods (matrices) within Inquiry Based Learning. Students will have become self directed learners evident through the independence they display whilst undertaking an inquiry. Increased knowledge of learning assets and their application in the classroom. Increased positive responses in Student Attitudes to School Data in the domain of student voice and agency. Student Voice Teams will have been created and data gathered around student voice, agency and leadership. Student opinion will have been recorded through the use of a student survey. Student motivation in Student Attitudes to School survey demonstrates an increase in results.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff meetings, PLC and Department minutes will show evidence of professional conversations, sharing of ideas, reflecting student understanding of setting SMART goals in literacy. Students will have identified individual learning goals in reading, writing and mathematics. SVTs will have been established created in Term 1 and forums conducted. A student survey will have been created and the survey	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

implemented in Term 1				

Goal 2 **12 Month Target 2.1**	To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community. SATSS data Connectedness to Peers: 4.52 Student Motivation: 4.46 School Connectedness:4.76 Stimulated Learning:4.36
KIS 1 Building practice excellence	Enhance staff capacity to link extra-curricular and specialist learning opportunist opportunities into classroom programs
Actions	Evaluate the effectiveness in the protocols in planning as a means of optimising learning in the specialist and classroom programs.
Outcomes	Teachers will have evaluated the implementation of the planning protocol. Leaders provide the opportunity to evaluate the protocol. Student will be engaged in a more multilayered classroom program.
Success Indicators	ATSS variables, connectedness to peers, student motivation, school connectedness and stimulating learning show improvement and are above the state mean. Planning documents reflect close links between specialist subjects and the classroom.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
The protocol has been evaluated adjustments made as required and embedded in whole school planning processes.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00

					☐ Equity funding will be used

KIS 2 Building communities	Enhance transition processes including working in partnership with local secondary schools and preschools				
Actions	Evaluate the effectiveness of the transition process.				
Outcomes	Teacher will have provided feedback about the transition processes. Leaders will facilitate feedback opportunities on the transition processes. Processes will have ensured smooth student transition.				
Success Indicators	The evaluation of the processes are completed and future achievement targets have been set.				

Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Evaluation of the transition process is complete. Improvement in transition variable of the parent opinion survey.		☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

KIS 3 Empowering students and building school pride	Increasing opportunities for students to input into decision making.
Actions	Evaluation of the data gathering instruments as a tool for providing students the opportunity to be a part of the decision making processes.
Outcomes	Students responses will reflect greater input into decision making. Teachers will use the data gathering instruments to provide greater opportunity for student decision making. Leaders will use the student data to guide decision making processes.
Success Indicators	Data reflects students have had greater input into decision making.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Improvement in student attitude to school variables in: connectedness to peers, student motivation, school connectedness and stimulating learning.	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Goal 3	Ensure all members of the school community feel they are in a safe, inclusive, stimulating and supportive learning environment.
12 Month Target 3.1	General satisfaction 100% positive endorsement. School Climate Survey (whole staff results) 2019 Goal % positive endorsement Collective efficacy 85% Collective focus on teaching 95% Teacher collaboration 75% Shielding and buffering 68%
KIS 1 Empowering students and building school pride	Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning and student resilience.
Actions	A focus will be placed on the development on a common language around the SWPBS matrix, so that the focus is on identifying the positive rather than negative behaviour. Behaviour management strategies will be identified to support those students who are displaying tier one behaviours. Staff focus groups will be used to unpack the data around collective efficacy, collective focus on teaching, teacher collaboration and

	shielding and buffering. Data sets of the number of acknowledgement stickers awarded to monitor equity and to recognise all students for their positive bahaviour. Parents will be surveyed to gather perceptional data around the effectiveness of the program in relation to providing a safe and inclusive school. Parents will be given the opportunity to unpack the data around the domains of collective efficacy, collective focus on teaching, teacher collaboration and shielding and buffering as part of the PRSE.
Outcomes	Staff will be using a common language in the implementation of SWPBS, based on the agree matrix. Students will be able to articulate why they have been acknowledge and why they have received positive recognition for particular behaviours. Staff will distribute acknowledgement stickers on an equitable basis, recognising positive behaviours as identified on the SWPBS matrix. Student behaviour will be positive and reflect the school's emphasis on positive behaviour rather than negative.
Success Indicators	Practice Principal 3.2 The SWPBS team will continue to under take professional learning at the SWPBS regional network briefings. Data collection will indicate an equity in the distribution of acknowledgement stickers across the school. The occurrence of tier one behaviours will be reduced over the 2018 data. Staff will increase the number of positive behaviours recorded on Sentral.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff attending SWPBS training Acknowledgement sticker distributed on an equitable basis Surveying of staff, students and parents will have been undertaken	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,400.00 ☐ Equity funding will be used

Goal 4	To ensure consistency and alignment of all aspects of school operations and resource allocations to achieve the school vision.
12 Month Target 4.1	Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches
KIS 1 Strategic resource management	1. Allocate resources to optimize student outcomes.

Actions	Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches
Outcomes	Strategic Review affirms all practices and resourcing approaches
Success Indicators	Reporting to parents using the Sentral platform. Induction processes as documented through the staff information handbook and allocation of mentor teachers. Staff roles and responsibilities and meeting structures alignment with the FISO priority areas. Allocation of budget reflects the purchase of quality mathematics materials. Professional learning and professional practice days reflect Strategic Plan goal one Achievement "To improve student outcomes in numeracy and literacy"

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff attend professional learning throughout the year Mathematics materials purchased Roles and Responsibilities updated and published Sentral platform used for reporting purposes Staff handbook	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☐ Equity funding will be used

KIS 2 Strategic resource management	2. Continue to invest in the development and maintenance of all resources and facilities to a high standard.
Actions	Scheduled maintenance has been undertaken in accordance with the maintenance cycle.
Outcomes	All necessary maintenance and building works carried out.
Success Indicators	Continued commitment to facilities, resources, ICT and financial management reflected in budget to ensure highest quality educational experience for all students and staff. Provide appropriate levels of budget funds to support the purchase of quality mathematics material. Professional learning budget allocation reflects Strategic Plan goal one Achievement "To improve student outcomes in numeracy and literacy"

Activities and Milestones	Who	Is this a PL Priority	When	Budget

All necessary maintenance and building works carried out. Appropriate allocation of funds to support mathematics materials Prep - Grade 6 Appropriate allocation of funds to support staff professional development Realignment of meeting schedule and team structures/composition to reflect FISO priority areas.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$43,488.00	$43,488.00
Additional Equity funding	$0.00	$0.00
Grand Total	$43,488.00	$43,488.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Appointment of a literacy and EAL support staff member	from: Term 1 to: Term 4	☑ School-based staffing	$43,488.00	$43,488.00
Totals			$43,488.00	$43,488.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff attending SWPBS training Acknowledgement sticker distributed on an equitable basis Surveying of staff, students and parents will have been undertaken	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network Professional Learning	☑ External consultants DET presenter to deliver the modules.	☑ Off-site SWPBS wellbeing team will attend Regional network professional development.
All staff attend professional learning throughout the year Mathematics materials purchased Roles and Responsibilities updated and published Sentral platform used for reporting purposes Staff handbook	☑ Leadership Team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Bastow program/course	☑ On-site