

2020 Annual Implementation Plan

for improving student outcomes

Pascoe Vale South Primary School (4704)



PASCOE VALE SOUTH
PRIMARY SCHOOL

Submitted for review by Susan Spurr (School Principal) on 11 December, 2019 at 06:03 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 11 February, 2020 at 04:15 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>Building practice excellence - this has been enhanced through the PLC cycle approach involving school based PL on the HITS and literacy toolkit, peer observations and feedback, Learning Specialist coaching</p> <p>Curriculum planning and assessment - through the implementation of the PLC approach there is consistency of curriculum planning and assessment including the use of assessment tools such as Fountas and Pinnell and PAT reading/maths.</p> <p>Building Leadership teams - the cultural shift identified in the staff opinion survey has been influenced by strategic leadership a distributive approach and the guidance and mentoring by middle level instructional leaders</p> <p>Building communities - we have increased opportunities to gather parent/family feedback through a broader range of modes (conversations, forums, compass)</p>
Considerations for 2020	<p>Target students in year 2 (2019 year 1 cohort) for additional supports</p> <p>Target students in year 4 (2019 year 3 cohort) for additional supports in numeracy</p> <p>Target students in year 6 (2019 year 5 cohort) for additional supports in reading</p> <p>through:</p> <p>Professional learning for teachers - HITS, Lit & Num toolkit, assessment tools</p>

	<p>Data analysis Comparison of naplan data with teacher judgement in reading and numeracy Focused interventions for identified students through the PLC inquiry</p>
<p>Documents that support this plan</p>	<p>2019 FISO self evaluation.pdf (9.3 MB) 2019.12 PLC Maturity Matrix - PVSPS.pdf (1.77 MB)</p>

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To enhance the learning growth and outcomes for every student in Reading and Numeracy</p>
<p>Target 1.1</p>	<p>FOUNDATION TO YEAR 6 ACHIEVEMENT DATA: Students make at least one year's progress each year in Reading and Numeracy Benchmark: 2016 teacher judgements for reading – on average, 90% of all students are at or above the expected level; 2016 teacher judgements for number – on average 81% of all students are at or above the expected level.</p> <p>GROWTH TARGETS: NAPLAN</p> <p>At least 40% of Year 5 students (matched cohort) achieving at NAPLAN bands 7 and 8 for Reading and Numeracy</p> <p>NAPLAN Year 3 to 5 relative gain measures in Reading and Numeracy to show:</p> <p>Less than 25% of students making low relative gain</p> <p>More than 25% of students making high relative gain</p> <p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE</p> <p>Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Academic Emphasis (Benchmark 2017: 69.84%) • Collective efficacy (Benchmark 2017: 79.25%) <p>SCHOOL STAFF SURVEY – SCHOOL LEADERSHIP MODULE</p> <p>Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Instructional Leadership (Benchmark 2016: 60.6%)

	<p>SCHOOL STAFF SURVEY – TEACHING AND LEARNING MODULE</p> <p>Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • The school regularly engages in professional learning though peer observation (Benchmark 2017: 15.4%) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Curriculum planning and assessment Benchmark 2016 Evolving to 2020 Embedding • Building leadership teams Benchmark 2016 Evolving to 2020 Embedding
<p>Key Improvement Strategy 1.a Curriculum planning and assessment</p>	<p>Strengthen the capacity of teachers to use data to implement precise targeted teaching.</p>
<p>Goal 2</p>	<p>To enhance student engagement in their learning</p>
<p>Target 2.1</p>	<p>STUDENT ATTITUDE TO SCHOOL SURVEY</p> <p>Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • Student voice and agency (Benchmark 2017 – All students: 24.1%) <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING MODULE</p> <p>Teachers in this school promote student ownership of learning goals and learning progress (Benchmark 2017: 69.2%)</p> <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> • Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%)

	<ul style="list-style-type: none"> • Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Setting expectations and promoting inclusion - 2016 Evolving to 2020 Embedding • Building leadership teams - 2016 Evolving to 2020 Embedding
<p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p>	<p>Strengthen the whole school approach to student engagement and wellbeing</p>
<p>Goal 3</p>	<p>To enhance a positive learning culture for students, staff, parents, carers and community</p>
<p>Target 3.1</p>	<p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Staff trust the students and parents of the school community (Benchmark 2017: 71.96%) <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> • Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) • Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Building Communities - 2016 Evolving to 2020 Embedding • Parents and carers as partners - 2016 Evolving to 2020 Embedding

Key Improvement Strategy 3.a
Building communities

Provide regular opportunities for parents to learn about the programs of the school and develop their own understandings of current teaching and learning programs.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To enhance the learning growth and outcomes for every student in Reading and Numeracy	Yes	<p>FOUNDATION TO YEAR 6 ACHIEVEMENT DATA: Students make at least one year's progress each year in Reading and Numeracy Benchmark: 2016 teacher judgements for reading – on average, 90% of all students are at or above the expected level; 2016 teacher judgements for number – on average 81% of all students are at or above the expected level.</p> <p>GROWTH TARGETS: NAPLAN</p> <p>At least 40% of Year 5 students (matched cohort) achieving at NAPLAN bands 7 and 8 for Reading and Numeracy</p> <p>NAPLAN Year 3 to 5 relative gain measures in Reading and Numeracy to show:</p> <p>Less than 25% of students making low relative gain</p> <p>More than 25% of students making high relative gain</p> <p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE</p> <p>Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Academic Emphasis (Benchmark 2017: 69.84%) 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>SCHOOL STAFF SURVEY - CLIMATE Increase the positive response percentage for these factors: 70% - Academic Emphasis (Benchmark 2019: 65.8%) 80% - Collective efficacy (Benchmark 2019: 77.5%)</p> <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING 50% - The school regularly engages in professional learning through peer observation (Benchmark 2019: 45.5%)</p> <p>NAPLAN relative gain targets more than 25% high gain, less than 25% low gain:</p> <ul style="list-style-type: none"> • Reading - low relative growth (Benchmark 2019: 36%) • Numeracy - low relative growth (Benchmark 2019: 21%) • Reading - high relative growth (Benchmark 2019: 21%) • Numeracy - high relative growth (Benchmark 2019: 18%) <p>ATToSS Teaching practise for cognitive engagement: Maintain or increase positive response to</p>

		<ul style="list-style-type: none"> • Collective efficacy (Benchmark 2017: 79.25%) <p>SCHOOL STAFF SURVEY – SCHOOL LEADERSHIP MODULE</p> <p>Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Instructional Leadership (Benchmark 2016: 60.6%) <p>SCHOOL STAFF SURVEY – TEACHING AND LEARNING MODULE</p> <p>Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • The school regularly engages in professional learning through peer observation (Benchmark 2017: 15.4%) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Curriculum planning and assessment Benchmark 2016 Evolving to 2020 Embedding • Building leadership teams Benchmark 2016 Evolving to 2020 Embedding 	<ul style="list-style-type: none"> • Differentiated learning challenge (Benchmark 2019 86%) • Effective teaching time (Benchmark 2019: 81%)
To enhance student engagement in their learning	Yes	<p>STUDENT ATTITUDE TO SCHOOL SURVEY</p> <p>Increase the positive response percentage 2017 – 2020 for:</p>	<p>STUDENT ATTITUDE TO SCHOOL SURVEY</p> <p>70% - Student voice and agency</p>

		<ul style="list-style-type: none"> • Student voice and agency (Benchmark 2017 – All students: 24.1%) <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING MODULE</p> <p>Teachers in this school promote student ownership of learning goals and learning progress (Benchmark 2017: 69.2%)</p> <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> • Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) • Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Setting expectations and promoting inclusion - 2016 Evolving to 2020 Embedding • Building leadership teams - 2016 Evolving to 2020 Embedding 	<p>(Benchmark 2019: All students: 67%)</p> <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING</p> <p>Teachers in this school promote student ownership of learning goals and learning progress (Benchmark 2019: XX%)</p> <p>80% - Staff trust the students and parents of the school community (Benchmark 2019: 75.3%)</p> <p>PARENT OPINION SURVEY</p> <p>80% - General Satisfaction (Benchmark 2019: 77%)</p> <p>60% - Response rate to the Parent Opinion Survey (Benchmark 2019: 50%)</p>
<p>To enhance a positive learning culture for students, staff, parents, carers and community</p>	<p>No</p>	<p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE</p> <p>Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Staff trust the students and parents of the school community (Benchmark 2017: 71.96%) <p>PARENT OPINION SURVEY</p>	

		<ul style="list-style-type: none"> • Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) • Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Building Communities - 2016 Evolving to 2020 Embedding • Parents and carers as partners - 2016 Evolving to 2020 Embedding 	
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Goal 1	To enhance the learning growth and outcomes for every student in Reading and Numeracy
12 Month Target 1.1	<p>SCHOOL STAFF SURVEY - CLIMATE Increase the positive response percentage for these factors: 70% - Academic Emphasis (Benchmark 2019: 65.8%) 80% - Collective efficacy (Benchmark 2019: 77.5%)</p> <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING 50% - The school regularly engages in professional learning through peer observation (Benchmark 2019: 45.5%)</p> <p>NAPLAN relative gain targets more than 25% high gain, less than 25% low gain:</p> <ul style="list-style-type: none"> • Reading - low relative growth (Benchmark 2019: 36%) • Numeracy - low relative growth (Benchmark 2019: 21%) • Reading - high relative growth (Benchmark 2019: 21%) • Numeracy - high relative growth (Benchmark 2019: 18%) <p>ATToSS Teaching practise for cognitive engagement: Maintain or increase positive response to</p>

	<ul style="list-style-type: none"> Differentiated learning challenge (Benchmark 2019 86%) Effective teaching time (Benchmark 2019: 81%) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Strengthen the capacity of teachers to use data to implement precise targeted teaching.	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>In 2020 we will be completing our 4 yearly school review. To engage teachers fully in the self evaluation and review process, strengthening data literacy will continue as a focus of the AIP.</p> <p>On the PLC maturity matrix our self evaluation places us mostly at evolving, moving to embedding. The targeted area of the matrix is: Building PLCs through a Culture of Collaboration for Improvement.</p> <p>Summative data for reading and numeracy showed improvement in 2019. Growth data showed some improvement and remains a focus in 2020.</p>	
Goal 2	To enhance student engagement in their learning	
12 Month Target 2.1	<p>STUDENT ATTITUDE TO SCHOOL SURVEY</p> <p>70% - Student voice and agency (Benchmark 2019: All students: 67%)</p> <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING</p> <p>Teachers in this school promote student ownership of learning goals and learning progress (Benchmark 2019: XX%)</p> <p>80% - Staff trust the students and parents of the school community (Benchmark 2019: 75.3%)</p> <p>PARENT OPINION SURVEY</p> <p>80% - General Satisfaction (Benchmark 2019: 77%)</p> <p>60% - Response rate to the Parent Opinion Survey (Benchmark 2019: 50%)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Strengthen the whole school approach to student engagement and wellbeing	Yes

Setting expectations and promoting inclusion		
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.	PVSPS uses the SWPB framework for student engagement and positive behaviour support. 2019 student opinion survey data shows an increase in positive responses for: Student Sense of Connectedness. To strengthen and enhance student engagement and well being this will be a continued focus. The PVSPS positive behaviour matrix was launched in 2019, and a teacher attended coordinator training. Through ongoing professional learning, staff understanding and commitment to the philosophy of SWPB was strengthened. In 2020 the SWPB approach will be fully implemented.	

Define Actions, Outcomes and Activities

Goal 1	To enhance the learning growth and outcomes for every student in Reading and Numeracy
12 Month Target 1.1	<p>SCHOOL STAFF SURVEY - CLIMATE Increase the positive response percentage for these factors: 70% - Academic Emphasis (Benchmark 2019: 65.8%) 80% - Collective efficacy (Benchmark 2019: 77.5%)</p> <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING 50% - The school regularly engages in professional learning through peer observation (Benchmark 2019: 45.5%)</p> <p>NAPLAN relative gain targets more than 25% high gain, less than 25% low gain:</p> <ul style="list-style-type: none"> • Reading - low relative growth (Benchmark 2019: 36%) • Numeracy - low relative growth (Benchmark 2019: 21%) • Reading - high relative growth (Benchmark 2019: 21%) • Numeracy - high relative growth (Benchmark 2019: 18%) <p>ATToSS Teaching practise for cognitive engagement: Maintain or increase positive response to</p> <ul style="list-style-type: none"> • Differentiated learning challenge (Benchmark 2019 86%) • Effective teaching time (Benchmark 2019: 81%)
KIS 1 Curriculum planning and assessment	Strengthen the capacity of teachers to use data to implement precise targeted teaching.
Actions	<p>Embed the PLC approach across the school through a culture of collaboration.</p> <p>Embed teacher capacity and understanding of PLC inquiry cycles with a focus on building students' academic vocabulary</p>
Outcomes	<p>Students will:</p> <p>Understand what they need to learn next</p> <p>Set goals</p> <p>Articulate the strategies that they use</p> <p>Apply learned academic vocabulary appropriately</p>

	<p>Teachers will: Analyse and use student data to evaluate student growth and progress, inform next cycle and apply appropriate teaching strategies Strengthen their capacity and understanding to analyse and use Fountas and Pinnell and PAT student data to plan for effective teaching in reading and number. Strengthen their capacity and understanding of effective teaching strategies (HITS) aligned to student needs.</p> <p>Leadership/SIT will have: Led the 4 yearly school review and developed the next strategic plan Evaluated the impact of strategies and actions through observations Provided professional learning and support to staff</p>			
Success Indicators	<p>Improved student learning growth outcomes will be reflected in the data collected using formative and summative assessment - F&P, reading conferences, running record, PAT NAPLAN, Teacher Judgements, Vocabulary Knowledge Scales (VKS), moderation of a range of data. All teachers have documented differentiated learning strategies and teaching practices for targeted learning groups in reading and number. Action plans and summary data from each PLC inquiry cycle will be developed. Documented observations, including peer and coaching, which people action. School review and next strategic plan completed. Noting movement along the Maturity Matrix for PLCs continuum from evolving to embedding for most elements of the matrix.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attend the Hume Moreland Network PLC program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Participate in the Hume Moreland Community of Practice - PLCs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Incorporate a PLC focus into PDPs	<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
Common curriculum day - PLCs (HM COP)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
School Based Professional Learning (PLC, HITS, Vocabulary, Numeracy and Literacy toolkits)	<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
All teachers using Compass to record assessment data	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Peer Observations - evaluate where we currently are and what needs to be improved. (Establish a consistent protocol and templates for conducting peer observations)	<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

Coaching observations. - see Clarity chapter 2 to refine what coaching looks like. Refer back to Growth Coaching.	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Establish vertical curriculum teams for Literacy & Numeracy	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Analyse whole school data (pre-review self evaluation)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Reflect on the Maturity Matrix and to set goals for improvement.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To enhance student engagement in their learning			
12 Month Target 2.1	<p>STUDENT ATTITUDE TO SCHOOL SURVEY</p> <p>70% - Student voice and agency (Benchmark 2019: All students: 67%)</p> <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING</p> <p>Teachers in this school promote student ownership of learning goals and learning progress (Benchmark 2019: XX%)</p> <p>80% - Staff trust the students and parents of the school community (Benchmark 2019: 75.3%)</p> <p>PARENT OPINION SURVEY</p>			

	80% - General Satisfaction (Benchmark 2019: 77%) 60% - Response rate to the Parent Opinion Survey (Benchmark 2019: 50%)
KIS 1 Setting expectations and promoting inclusion	Strengthen the whole school approach to student engagement and wellbeing
Actions	Implement the SWPBS scope and sequence and across the school. Develop SWPB action plan to support the scope and sequence. Develop and implement universal acknowledgement positive acknowledgement system across the school.
Outcomes	<p>Students will:</p> <p>Articulate the school values and expectations from the SWPBS matrix Demonstrate behaviours consistent with SWPBS matrix</p> <p>Teachers will:</p> <p>Understand the approach to teaching and learning (school instructional model) and how the physical environment supports this. Communicate and model school expectations, school and DET values and behaviours. Explicitly teach the expected behaviours to students Actively communicate, promote and support parent engagement in school curriculum programs.</p> <p>Leadership/SIT will:</p> <p>Communicate and model school expectations, school and DET values and behaviours. Explicitly model the expected behaviours. Actively communicate, promote and support parent engagement in school curriculum programs and events.</p>
Success Indicators	<p>Individual behaviour support plans and individual learning plans for identified students Revised positive behaviour matrix will be published and displayed across the school Documented universal acknowledgement system Data/feedback collected to measure the success of the acknowledgement system Improvement in the ATToSS factors: student voice and agency, student sense of connectedness Increase in Parent Opinion survey data factor: General satisfaction</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop draft SWPB action plan to support Scope and Sequence	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Publish revised PVSPS positive behavior matrix	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Access support of SWPB coach for further PL, to use as a critical friend regarding the tiered intervention and the implementation phase.	<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
Professional learning to support students with additional needs - SWPB tiered intervention	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,310.10 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning for ES staff to support students with additional needs - SWPB tiered intervention	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,186.20 <input checked="" type="checkbox"/> Equity funding will be used
Review and implement a continuum of procedures to encourage expected behaviours, including both positive and challenging with staff, students and families.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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	\$14,496.30	\$14,496.30
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$14,496.30	\$14,496.30

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional learning to support students with additional needs - SWPB tiered intervention	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$7,310.10	\$7,310.10
Professional learning for ES staff to support students with additional needs - SWPB tiered intervention	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$7,186.20	\$7,186.20
Totals			\$14,496.30	\$14,496.30

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Attend the Hume Moreland Network PLC program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site TBA
Participate in the Hume Moreland Community of Practice - PLCs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site visits to member schools, Hume Moreland network meetings
Common curriculum day - PLCs (HM COP)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Gavin Grift - Solution Tree <input checked="" type="checkbox"/> Departmental resources PLC Initiative Anita Calore	<input checked="" type="checkbox"/> Off-site NMIT

Coaching observations. - see Clarity chapter 2 to refine what coaching looks like. Refer back to Growth Coaching.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning to support students with additional needs - SWPB tiered intervention	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning for ES staff to support students with additional needs - SWPB tiered intervention	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SSS services, Yarra Me, RCH, Autism Connect	<input checked="" type="checkbox"/> On-site