

# 2021 Annual Implementation Plan

## for improving student outcomes

Blackburn Lake Primary School (4860)



Submitted for review by Loisia Steed (School Principal) on 27 November, 2020 at 05:33 PM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 01 February, 2021 at 09:22 AM

Endorsed by Jason Martin (School Council President) on 02 March, 2021 at 10:02 AM

# Self-evaluation Summary - 2021

Blackburn Lake Primary School (4860)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding	
	Curriculum planning and assessment	Evolving moving towards Embedding	Teachers constantly review student data in Professional learning community meetings. A curriculum focus is established an action plan followed. The whole school planning is informed by our online analysis platform that we subscribe to. Teachers input data throughout the year and this helps inform termly curriculum planning meetings. Assessment schedules are followed by P-2 and 3-6. This year assessment and curriculum delivery has been modified to suit the digital platform.
	Evidence-based high-impact teaching strategies	Embedding	
	Evaluating impact on learning	Evolving moving towards Embedding	Teachers have conducted a range of surveys with students throughout the Remote learning periods and have continually sought feedback via parent surveys and small group and 1:1 webex sessions. Weekly assigned tasks in each subject area have provided teachers with ongoing formative assessment. Assessment tasks have been moderated and analyzed in PLC's to inform teaching and learning Teachers have accessed the online data collection website SPA to analyze year-end summative data.

<b>Professional leadership</b>		Building leadership teams	Embedding moving towards Excelling	All staff have been involved in SIT teams throughout the year. English Maths and Student Empowerment. As the year unfolded, it became clear that one learning area would take precedence over the others and so it was established that the English SIT team would deliver professional learning sessions to the wider staff throughout the remainder of the year. The Student Empowerment teams and Maths continued their research and have worked closely with designated learning teams to trial new planning tools and implementation strategies. The SIT English Team was comprised of individuals who underwent the Leading Literacy training course throughout 2018 and 2019. The SIT English team delivered 8 1 hour long professional learning sessions that centred on the adoption of a workshop model that facilitated authentic independent reading.
		Instructional and shared leadership	Evolving moving towards Embedding	<p>The leadership structure within the school has adapted throughout the year to accommodate for the digital learning requirements of COVID 19. At the beginning of the year the meeting schedule reflected a number of teams across the school.</p> <ol style="list-style-type: none"> <li>1) Executive Leadership Team</li> <li>2) Team Leaders ( Admin coordinators for Dual years eg: 3/4)</li> <li>3) PLC teams (Curriculum leaders for each year level)</li> <li>4) SIT Teams</li> </ol> <p>As the year unfolded the team leaders and plc leaders were collapsed and Remote Learning Leaders were established. These leaders had high proficiency in digital tech.</p>

	Strategic resource management	Embedding	A range of timetabling efforts throughout the course of the year ensured that the onsite space was more than adequately resourced to deal with the learning and digital tech issues encountered by the most vulnerable children in the community. Support timetables for students in need of intervention were developed along with a host of ever-changing Webex schedules. Weekly bulletins continue to inform staff of resource changes and adaptations depending of the needs of the school.
	Vision, values and culture	Evolving moving towards Embedding	The school's vision and values have been consistently been reflected by leading teachers and principal classes. The school's embedded TRRAC values are shown demonstrated from the top down and a very high work ethic from the leadership team sets high expectations for the rest of the staff. A number of communicative and consultative frameworks within the school help support a synergy with the values and vision.

<b>Positive climate for learning</b>		Empowering students and building school pride	Embedding	School policies and procedures relating to creating a positive climate for learning are well established. Now more than ever, teachers and leaders are able to connect with students and the wider community to gain and reflect on student feedback in relation to curricular and extra curricula. This has been demonstrated via a number of whole school surveys but also via individual class and learning surveys throughout the year.
		Setting expectations and promoting inclusion	Embedding	Leaders and teachers have worked together to endorse a range of teaching techniques that are research-based and are inclusive. Students with additional needs are supported via ILP's and these are constantly reviewed. The PSD program provides support to children who need it most and regular Students Support Group meetings are held to foster partnerships with a number of families throughout the school including but not limited to children on the PSD. A range of intervention programs including Leveled Literacy Intervention, Quikmsart maths and Toe by Toe support struggling learners and students are extended in class via a range of low floor high ceiling tasks.

	Health and wellbeing	Embedding	<p>A number of policies and procedures facilitate the health and wellbeing of students staff and parents at the school. Prosocial programs such as Buddies, Bounce back Revved up, M power all support students across the school. Our highly lauded transition program has once again been a stand out during remote learning and our TRRAC into transition program ensures everyone transitions into their new grade with confidence. The use of Class Creation software ensures all students are able to feel connected with their peers and that the student's voice has been listened to. Our 2 week startup program at the beginning of the year that focuses on the school's values is a great springboard back to creating caring and respectful environments. The leadership program in year 6 is extremely valuable and ensures that all students have the opportunity to learn and grow as a leader.</p>
	Intellectual engagement and self-awareness	Emerging moving towards Evolving	<p>It has been a three-year journey to get staff to the point of assigning "just right" tests that can give accurate indications of what children can do as opposed to finding out that they may be able to do more. The greater time investment and research into the online data analysis program SPA has enabled teachers to understand the value in assigning just the right tests for the purpose of generating accurate assessments and also being able to clearly map where to next.</p>

Community engagement in learning		Building communities	Embedding	Once again, with a renewed ability to be able to connect with the community in a logistically un impactful manner, it has been easy to have discussions with class reps over webex meetings and outline learning techniques and strategies. Parents have been engaged in face to face learning and have also participated in a number of surveys throughout the year to demonstrate their connection to various elements of the remote and onsite teaching program offered at BLPS.
		Global citizenship	Evolving moving towards Embedding	Teachers have increasingly developed their ability to use online resources to connect and educate their students.
		Networks with schools, services and agencies	Evolving	A number of networks schools and agencies have been consulted throughout the year including but not limited to: DHS DET Principal Network Various communities of Practice ICT Literacy and Maths PLC Riversdale Network Principal meetings World Lead PMSS Leading Literacy Respectful Relationships NEVE highschool maths and Literacy Groups Salvation Army Anglicare SSSO VT's Local members Local Council

	Parents and carers as partners	Embedding	The school has been in constant communication with our school community throughout the year via compass news feeds, extremely well detailed NBewstter communications handbooks and various websites.
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<b>Enter your reflective comments</b>	<p>Throughout the COVID-19 period staff established strong routines for collaboration. Weekly meetings continued at the PLC level and an additional PLC team was established with the school's remote learning leaders, with whole school expectations and team PLC foci discussed during these meeting times. There was a constant review of strategies and technological platforms supporting students' progress with ongoing professional learning for staff on WebEx and Google suite assisting them throughout the remote and flexible learning period.</p> <p>Coaches were employed to support classroom observations, feedback and unit planning in Mathematics began in Term 1 and continued in Term 4 thereby providing opportunities for collaboration and participation in structured mentoring and coaching programs.</p> <p>Teachers have engaged in a range of professional learning opportunities throughout the year related to Digital learning and also developing active independent readers in the classroom. The Bastow course "Leading Literacy has been the foundation of professional learning with regard to Literacy. Teachers have also used PLC's and planning days to refine their digital skills.</p>
<b>Considerations for 2021</b>	<p>Focus on Student Wellbeing and Connections</p> <p>Embedded metacognition - linked to assessment, critical and creative thinking skills to increase student engagement and empowerment.</p>
<b>Documents that support this plan</b>	



## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	<p>Happy, active and healthy kids priority</p> <p>Whole School</p> <p>Refine whole school approach to Wellbeing</p> <p>Refine whole school approach to social emotional learning and engagement</p> <p>Class Level</p> <p>Strengthen whole school relationships through collaborative learning</p> <p>Individual</p> <p>Establish frameworks for students self regulation</p>
<b>Key Improvement Strategy 1.c</b> Building communities	<p>Connected schools priority</p> <p>Whole school</p> <p>Build staff capacity to integrate digital learning</p> <p>Class</p> <p>Use digital channels for student learning programs</p> <p>Individual</p>

	Ensure digital learning available to every student								
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>Maximise student learning growth by enhancing teaching and learning</li> </ul>								
<b>Target 2.1</b>	<p>Increased percentage of students achieving high relative growth to be greater than 50% and decreased percentage of students receiving low relative growth to less than 10% as per 5 NAPLAN data.</p> <table border="1"> <thead> <tr> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>45% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics</td> <td>48% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics</td> <td>50% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, reading and Mathematics</td> <td>50% + of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics</td> </tr> </tbody> </table>	2018	2019	2020	2021	45% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics	48% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics	50% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, reading and Mathematics	50% + of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics
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<b>Target 2.2</b>	Develop BLPS Instructional Model and reviewed Writing, Reading and Mathematics Instructional Models.								
<b>Target 2.3</b>	Implementation of Visible learning research and high impact teaching and learning practices into Mathematics								

<b>Key Improvement Strategy 2.a</b> Building leadership teams	Enhance the improvement culture through collaborative practices								
<b>Key Improvement Strategy 2.b</b> Building leadership teams	Build effective teaching teams and staff leadership capacity to maximise student learning								
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build the capability of every teacher to utilise data to inform teaching and learning across the school								
<b>Goal 3</b>	Develop independent learners in partners in teaching and learning								
<b>Target 3.1</b>	<p>Activate high expectations and aspirations for all students with Student Attitude to School Survey to see improved and consistent data, of 90% or more Bullying and Respect for Diversity in the subset Positive Climate for Learning.</p> <table data-bbox="315 1161 2240 1249"> <tr> <td data-bbox="315 1161 896 1201">2017 Managing Bullying</td> <td data-bbox="900 1161 1456 1201">Year 4 - 95%</td> <td data-bbox="1460 1161 2016 1201">Year 5 - 86%</td> <td data-bbox="2020 1161 2240 1201">Year 6 - 8</td> </tr> <tr> <td data-bbox="315 1204 896 1244">2017 Respect for Diversity</td> <td data-bbox="900 1204 1456 1244">Year 4 - 94%</td> <td data-bbox="1460 1204 2016 1244">Year 5 - 89%</td> <td data-bbox="2020 1204 2240 1244">Year 6 -</td> </tr> </table>	2017 Managing Bullying	Year 4 - 95%	Year 5 - 86%	Year 6 - 8	2017 Respect for Diversity	Year 4 - 94%	Year 5 - 89%	Year 6 -
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		2018	2019	2020 - 20
	Managing Bullying	90% all year levels	92% all year levels	95% all y
	Respect for Diversity	90% all year levels	92% all year levels	95% all y
<b>Target 3.2</b>	Build a common understanding of ways to empower students in their learning			
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop a deep understanding of high impact teaching and learning strategies			
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Create a culture of high aspirations and high expectations for students, staff and parents.			
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Provide a stimulating learning environment through application of critical and creative capabilities and higher order thinking maps			

**Key  
Improvement  
Strategy 3.d**  
Empowering  
students and  
building  
school pride

Provide opportunities for student voice and agency that promote and celebrate school achievement and culture

# Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
2021 Priorities Goal	Yes	Support for the 2021 Priorities

<ul style="list-style-type: none"> <li>Maximise student learning growth by enhancing teaching and learning</li> </ul>	No	<p>Increased percentage of students achieving high relative growth to be greater than 50% and decreased percentage of students receiving low relative growth to less than 5 NAPLAN data.</p> <table border="1" data-bbox="481 395 1556 774"> <thead> <tr> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>45% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics</td> <td>48% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics</td> <td>50% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, reading and Mathematics</td> <td>50% + of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics</td> </tr> </tbody> </table> <p>Develop BLPS Instructional Model and reviewed Writing, Reading and Mathematics Instructional Models.</p> <p>Implementation of Visible learning research and high impact teaching and learning practices into Mathematics</p>	2018	2019	2020	2021	45% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics	48% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics	50% of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, reading and Mathematics	50% + of students achieving high relative growth as evidenced from the school's NAPLAN relative growth reports in Writing, Reading and Mathematics
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Develop independent learners in partners in	Yes	Activate high expectations and aspirations for all students with Student Attitude to School Survey to see improved and consistent data, of Bullying and Respect for Diversity in the subset Positive Climate for Learning.								

teaching and learning		<p>2017 Managing Bullying 2017 Respect for Diversity</p> <p>Managing Bullying Respect for Diversity</p>	<p>Year 4 - 95% Year 4 - 94%</p> <p>2018 90% all year levels 90% all year levels</p>	<p>Year 5 - 86% Year 5 - 89%</p> <p>2019 92% all year levels 92% all year levels</p>
		Build a common understanding of ways to empower students in their learning		



<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	To have 85% of students in Year 3 & Year 5 working at or above the expected level in Naplan English and Mathematics by the end of the 2021 school year. Student engagement in the 2021 Atoss data to be at or above the 3rd quartile Staff planning and student learning programs reflect the school's digital scope and sequence	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority Whole School Refine whole school approach to Wellbeing Refine whole school approach to social emotional learning and engagement Class Level Strengthen whole school relationships through collaborative learning Individual Establish frameworks for students self regulation	Yes
<b>KIS 3</b> Building communities	Connected schools priority Whole school Build staff capacity to integrate digital learning Class Use digital channels for student learning programs Individual Ensure digital learning available to every student	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>	Develop independent learners in partners in teaching and learning	
<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>• Managing bullying overall score to be greater than 83% (2019 score)</li> <li>• Respect for diversity overall score to be greater than 84% (2019 score)</li> <li>• Student voice and agency overall score to be greater than 73% (2019 score)</li> <li>• Resilience overall score to be greater than 72% (2019 score)</li> <li>• Learning confidence overall score to be greater than 77% (2019 score)</li> </ul>	
<b>12 Month Target 2.2</b>	Team and individual planning documentatin reflects metacognitive strategies (refer to HITS)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop a deep understanding of high impact teaching and learning strategies	No
<b>KIS 2</b> Setting expectations and promoting inclusion	Create a culture of high aspirations and high expectations for students, staff and parents.	No
<b>KIS 3</b> Empowering students and building school pride	Provide a stimulating learning environment through application of critical and creative capabilities and higher order thinking maps	Yes

<p><b>KIS 4</b> Empowering students and building school pride</p>	<p>Provide opportunities for student voice and agency that promote and celebrate school achievement and culture</p>	<p>No</p>
<p>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>	<p>In 2021, school and middle leaders will work alongside the Student Empowerment SIT to build staff capacity and understanding about the impact that mindset and metacognition can have on Student Voice and Agency. The adversity faced in 2020, combined with ATSS data from 2019, highlight the need for a greater focus on the areas of Student Voice, Agency and dispositions in teacher and cohort planning documents. Blackburn Lake will utilise Ritchhart, Church &amp; Morrison's Visible Thinking models and routines (2011) as a basis for initial professional learning and documentation.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	To have 85% of students in Year 3 & Year 5 working at or above the expected level in Naplan English and Mathematics by the end of the 2021 school year. Student engagement in the 2021 Atoss data to be at or above the 3rd quartile Staff planning and student learning programs reflect the school's digital scope and sequence
<b>KIS 1</b> Evaluating impact on learning	Learning, catch-up and extension priority
<b>Actions</b>	Whole School Plan whole school professional learning on identified priority areas i.e instructional models in Maths and English Classroom level Classroom Level Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice Individual Provide a learning tutor to support students at risk in Reading, Writing, Spelling and Mathematics Establish small group tutoring programs
<b>Outcomes</b>	Whole School Employment of Learning tutor Classroom Level Prioritise curriculum essentials in English and Mathematics Students will experience success and celebrate the acquisition of knowledge Individual Students in need of targeted academic support or intervention will be identified and supported
<b>Success Indicators</b>	Whole School Teachers' formative assessment data and teacher judgement data Classroom level A documented assessment schedule and evidence of teachers inputting data and moderating assessments Individual Data used to identify students for tailored supports

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional development on assessment and collecting and analysing and responding to data Develop an agreed assessment schedule in collaboration with staff Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$32,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority Whole School Refine whole school approach to Wellbeing Refine whole school approach to social emotional learning and engagement Class Level Strengthen whole school relationships through collaborative learning Individual Establish frameworks for students self regulation			
<b>Actions</b>	Whole School Refine the whole school approach to wellbeing with a focus on social-emotional learning and student engagement Classroom Level Develop a wellbeing program focused on cognitive skills, behavioural skills and mindfulness implemented across student cohorts Individual (Student) Establish models/frameworks for student self-regulation/awareness across each level/cohort			
<b>Outcomes</b>	Whole School Teacher and leaders within the school community will share a common understanding of the whole school approach to wellbeing Classroom Level Teachers systematically implement whole school wellbeing program Individual Students will be able to identify and model the appropriate behaviours, routines and dispositions at their cohort level			
<b>Success Indicators</b>	Whole School <ul style="list-style-type: none"> <li>• Documentation: Shared PL goals documented in staff PDP</li> <li>• AToSS data to be a or above 3rd Quartile in student engagement</li> </ul> Classroom Level			

	<ul style="list-style-type: none"> <li>Documentation of goals and strategies</li> <li>Survey data; PAT-SEW (3-6), internal feedback surveys (F-2)</li> <li>Class participation - anecdotal data</li> </ul> <p>Individual</p> <ul style="list-style-type: none"> <li>Student work samples</li> <li>Student wellbeing goals documented and demonstrated through school's TRRAC values</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> <li>Plan for and schedule PL opportunities</li> <li>Develop curriculum resources that reflect wellbeing and social-emotional learning focus</li> <li>Develop documentation for wellbeing program</li> <li>Prioritise collaboration time in PLCs to review, monitor and implement effective wellbeing practices</li> <li>Establish regular time for wellbeing and social-emotional learning within the class/cohort/across the school.</li> </ul>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	<p>Connected schools priority</p> <p>Whole school</p> <p>Build staff capacity to integrate digital learning</p> <p>Class</p> <p>Use digital channels for student learning programs</p> <p>Individual</p> <p>Ensure digital learning available to every student</p>			
<b>Actions</b>	<p>Whole School</p> <p>Build staff capacity to integrate digital learning.</p> <p>Classroom Level</p> <p>Strengthen and embed digital learning in classes.</p> <p>individual</p> <p>Develop Digital Technologies capacity of all students ensuring they build on and extend ICT capabilities; moving students from consumers to creators.</p>			

<b>Outcomes</b>	<p>Whole School Teacher and leaders within the school community will share a common understanding of the whole school approach to Digital Technologies. Classroom Level Teachers feel confident in integrating digital learning pedagogy within their planning. Individual All students will have access to resources and programs aligned with developing their Digital literacy.</p>			
<b>Success Indicators</b>	<p>Whole School  <ul style="list-style-type: none"> <li>Documentation of the whole school approach to Digital Technologies e.g. ICT capability vs Digital technologies</li> </ul> Classroom level  <ul style="list-style-type: none"> <li>Documentation that reflects the SAMR model approach to Digital Technologies</li> <li>Survey data; internal surveys</li> <li>Class participation data</li> </ul> Individual  <ul style="list-style-type: none"> <li>Student work samples</li> <li>Strengthen student's proficiencies and skills in the use of Digital Technologies</li> </ul> </p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>Plan for on-going professional development on integrating digital learning</li> <li>Develop school wide resources that can be used in cohort planning</li> <li>Develop cohort planning documentation for Digital Technologies</li> <li>Prioritise collaboration time in PLCs to review, monitor and implement effective use of Digital Technologies</li> <li>Develop school wide resources that can be used in cohort planning</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Develop independent learners in partners in teaching and learning			
<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>Managing bullying overall score to be greater than 83% (2019 score)</li> <li>Respect for diversity overall score to be greater than 84% (2019 score)</li> </ul>			

	<ul style="list-style-type: none"> <li>• Student voice and agency overall score to be greater than 73% (2019 score)</li> <li>• Resilience overall score to be greater than 72% (2019 score)</li> <li>• Learning confidence overall score to be greater than 77% (2019 score)</li> </ul>
<b>12 Month Target 2.2</b>	Team and individual planning documentatin reflects metacognitive strategies (refer to HITS)
<b>KIS 1</b> Empowering students and building school pride	Provide a stimulating learning environment through application of critical and creative capabilities and higher order thinking maps
<b>Actions</b>	<p>Whole School Provide mentors for new and returning teachers to build their capacity around student engagement</p> <p>Classroom Level Guide students with the necessary 'thinking tools' that support students' critical and creative learning</p> <p>Individual Students will use the necessary 'thinking tools' as well as define their own learning goals and success criteria to monitor their learning.</p>
<b>Outcomes</b>	<p>Whole school Teachers and leaders within the school will share and promote a common understanding of Student Empowerment</p> <p>Classroom Level Teachers will implement and document visible thinking routines, supporting whole school Student Empowerment focus</p> <p>Individual Apply thinking tools and identify elements of the lesson structure that include visible thinking routines</p>
<b>Success Indicators</b>	<p>Whole School</p> <ul style="list-style-type: none"> <li>• School leaders established</li> <li>• Documentation; shared PL goals documented in staff PDP</li> <li>• Whole school surveys AToSS</li> <li>• Access a repertoire of pedagogical practices to meet the varying needs of students and improve the levels of student engagement</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Work programs and classroom practices reflect the use of visible thinking routines</li> <li>• Staff to document elements of collaborative learning in the school Start-up program</li> </ul> <p>Individual</p>



- Use a variety of visible thinking tools to support their learning
- Demonstrate that communication and collaboration are part of thinking
- Monitor their learning by giving feedback as well as receiving feedback and then enacting student agency

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> <li>• Provide necessary time and resources to support teacher learning</li> <li>• Plan for and schedule PL opportunities</li> <li>• Develop curriculum resources that reflect the Student Empowerment focus.</li> </ul>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Adopt common language around visible thinking tools and social-emotional learning, e.g. metacognition, resilience, Student Empowerment</li> <li>• Develop a repertoire of pedagogical practices to meet the varying needs of student empowerment</li> </ul>	<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
<ul style="list-style-type: none"> <li>• Students will engage more deeply as learners by becoming co-designers and co-creators in learning</li> </ul>	<input checked="" type="checkbox"/> Student(s)	<input 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	\$32,000.00	\$26,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$32,000.00</b>	<b>\$26,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional development on assessment and collecting and analysing and responding to data Develop an agreed assessment schedule in collaboration with staff Establish resourcing for individual and tailored support programs	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$32,000.00	\$26,000.00
<b>Totals</b>			<b>\$32,000.00</b>	<b>\$26,000.00</b>

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Schedule and organise professional development on assessment and collecting and analysing and responding to data</p> <p>Develop an agreed assessment schedule in collaboration with staff</p> <p>Establish resourcing for individual and tailored support programs</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Plan for and schedule PL opportunities</li> <li>Develop curriculum resources that reflect wellbeing and social-emotional learning focus</li> <li>Develop documentation for wellbeing program</li> <li>Prioritise collaboration time in PLCs to review, monitor and implement effective wellbeing practices</li> <li>Establish regular time for wellbeing and social-emotional learning within the class/cohort/across the school.</li> </ul>	<input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

