

2021 Annual Implementation Plan

for improving student outcomes

Bridgewater Primary School (1097)



Submitted for review by Julie Ladd (School Principal) on 18 December, 2020 at 04:24 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 28 January, 2021 at 12:40 PM
Endorsed by Leah Bailey (School Council President) on 03 February, 2021 at 04:23 PM

Self-evaluation Summary - 2021

Bridgewater Primary School (1097)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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<p style="text-align: center;">Excellence in teaching and learning</p>	<p>Building practice excellence</p>	<p>Evolving</p>	<p>Over the COVID period, staff took opportunities to engage in online professional development in areas such as wellbeing, Essential Assessment, Mathletics, STEM and spelling. In-house PD included the unpacking of the Amplify and HITS documentation - particularly in the area of Feedback.</p> <p>The school timetable allowed for teachers to meet regularly for different meeting forms including Inquiry and Community of Practice.</p>
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	Curriculum planning and assessment	Evolving	<p>The school actively sought student feedback through a HITS survey. This tool has been designed to give teachers feedback about delivery as well as strategies that particularly pertain to the target HIT strategy - please see below.</p> <p>An instructional model for literacy and numeracy has been developed and planning is now aligned with this - please see below.</p> <p>Essential Learnings for mathematics were investigated in Term 3 which supported the development of individual learning maps. The learning maps allowed students to track their learning and check goal progression regularly. Professional development using the Amplify document help to support this curriculum initiative by building capacity in the area of student agency.</p> <p>Individual conferencing allowed for student reflection and teacher feedback to be shared. Students set an individual goal and then selected activities that would provide evidence of their understanding - please see below.</p> <p>Student feedback and interests were taken into account when planning sessions for river science. Students actively participated in the inquiry cycle and were able to test river water.</p> <p>Staff audited the current curriculum planning and adjusted it so that it aligned with HITS and the instructional model.</p>
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	Evidence-based high-impact teaching strategies	Emerging	<p>The HITS survey tool allowed teachers to reflect on their teaching within the area of a particular HIT strategy.</p> <p>The school has developed a clear instructional model that is based on research relating to high-impact teaching strategies.</p> <p>Multiple sources of data have been used to inform teacher judgements in relation to academic growth rates and the effectiveness of teaching strategies. These have included: Essential Assessment, Fountas and Pinnell Benchmarking, DAL, moderation and the Australian Criterion Scale.</p> <p>Working with Inglewood Primary on a weekly basis has allowed for greater collegiality and professional development for both schools.</p>
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	Evaluating impact on learning	Evolving	<p>Staff have identified areas for professional development in line with strategic goals. Data has been analysed collectively with a focus on the accuracy of teacher judgments. Ensuring that assessment is triangulated has helped to ensure that these judgments are evidence-based. New tools for assessment have included Essential Assessment, the Digital Assessment Platform (for which we were a trial school) and the Fountas and Pinnell Benchmarking system.</p> <p>Teachers and students are feeding back to each other on a more regular basis - both formally and informally.</p> <p>Learning maps in numeracy helped students to set goals and track their learning. One to one conferencing helped students to plot their starting point and learning goals were then developed around this.</p>
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Professional leadership		Building leadership teams	Evolving	<p>Being a small school, the SIT consists of the teacher and principal with input from classroom support staff.</p> <p>The development of a risk-taking culture has meant that staff have been innovative with curriculum design, allowing for greater student agency. Distributed leadership over the second half of the year resulted in greater teacher capacity.</p>
		Instructional and shared leadership	Evolving	<p>Teacher/ leader capacity has been built through a range of learning opportunities including STEM and Literacy training, Principal Conferences and Forums, BE You Online, EVOLVE principal training, Leading by Learning as well as the BASTOW learning suite throughout the COVID period.</p> <p>The principal has actively canvassed the views of the other staff member as well as the school council president when required.</p> <p>There has been an emphasis on the development and sharing of Department initiatives and the FISO improvement cycle during meeting times. This has helped to ensure that the school has worked towards meeting statewide targets and that teacher capacity is developed around the HITS, Student voice and agency (Amplify), FISO etc.</p> <p>All instructional and curriculum planning has been aligned with the goals of the school and actions as set out in the AIP - particularly during Semester 2.</p>

	Strategic resource management	Evolving	<p>Staff recruitment was closely aligned to the professional learning needs and strategic priorities of the school.</p> <p>Resources have been aligned to the priorities identified for 2020. Expenditure was higher in the second half of the year to meet school maintenance objectives and to provide greater opportunities for student learning.</p>
	Vision, values and culture	Evolving	<p>The school's vision and values have been communicated on a more regular basis with the community and student body. A new display in the front foyer highlights the values provides a space for students to reflect and then record positive examples from around the school. Both the vision and vales have been added to the new and updated website</p>

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving	<p>This has been a difficult area to develop over the COVID period. While we have an established Junior School Council and Student Action Team, there has not been as many opportunities for significant change this year.</p> <p>Staff have worked hard this semester to develop a greater sense of school pride and connection for all students. This has been developed through the introduction of new initiatives such as a school dog, chickens and a turkey. Students planned a vegetable garden and then purchased plants from the local nursery. Weekly hot lunches and breakfast club have helped to provide a sense of sharing and community.</p>
	Setting expectations and promoting inclusion	Evolving	<p>Resources were dedicated to ensuring that students with additional needs were able to receive the support they required through ES intervention and involvement from a multidisciplinary team.</p> <p>Documentation relating to Individual Education Plans, Behaviour and Safety Plans were all updated. See attached.</p> <p>Challenging behaviour was evaluated in a timely, proactive and strategic manner with parent involvement where necessary. Reasonable adjustments were made to ensure that any student with additional needs was able to access learning at an entry point that was suitable to them.</p>
	Health and wellbeing	Evolving	<p>While Resilience, Rights and Respectful Relationships has been implemented at times throughout the year, the COVID period and change of staff have led to inconsistencies with the teaching of this framework. This will be a focus for 2021.</p>

	Intellectual engagement and self-awareness	Evolving	<p>The development of Individual Education Plans and SMART goals help teachers to support students to understand and share the high expectations set of them. Individual conferencing allows students and teachers to collaborate together to identify learning steps that need to be taken.</p> <p>A range of assessment data was used over the past semester (Essential Assessment, Australian Criterion Scale, Fountas and Pinnell, DAL, etc) to identify the zone of proximal development for students in their classroom and utilise a range of differentiated learning to ensure students are challenged but also working within ability level. Assessment practices were audited with more accurate, up to date platforms (such as DAL) now included.</p>
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Community engagement in learning	Building communities	Emerging	<p>There have been many barriers in relation to the improvement of this area due to the COVID restrictions.</p> <p>The school works with parents and carers to highlight the importance of high expectations and challenging goals for students' Individual Education Plans, Student Support Meetings and student-led conferences. Behaviour and Safety plans are created in collaboration with students, parents, and teachers.</p> <p>The school is now communicating more widely with the community via its Facebook page. Community connections with local businesses and the Shire have also been established with projects planned for 2021. It is important that the school continues to develop trust and confidence within the local community through self promotion via a range of sources.</p>
	Global citizenship	Emerging moving towards Evolving	<p>The school has a process for conflict resolution on the form of Restorative Practice conversations.</p> <p>Students have participated in river science and inquired into the impact that people have on the Loddon River. Investigation into platypus numbers and student ideas for a future project in the area have also been garnered.</p> <p>The development of the school vegetable garden, worm farm and chickens have helped to extend students understanding of sustainable practices, particularly in the area of recycling organic material.</p> <p>Students participated in the community Remembrance Day ceremony.</p>

	<p>Networks with schools, services and agencies</p>	<p>Evolving</p>	<p>The school effectively utilises partnerships to identify and address specific learning needs. The visiting teacher for autism and Student Support Services have been actively involved with the school during the second semester.</p> <p>The school has been registered with Be You (a mental health initiative) which will help to guide the wellbeing initiatives of our Student Action Team.</p>
	<p>Parents and carers as partners</p>	<p>Evolving</p>	<p>Parents are welcomed as partners in our community and have been involved in decision making through school council and regular communication with school staff.</p> <p>Student teacher interviews gave parents the opportunity to share the progress of their child's learning.</p> <p>Due to COVID, it was difficult to involve parents in daily programs as they were unable to attend onsite.</p> <p>The 'Great Reading Challenge' was implemented in Term 4 to help encourage students with their home reading. Every 10 nights of whole class reading, students were pick an activity to do as a team and on this occasion it involved a picnic at the river.</p>

<p>Enter your reflective comments</p>	<p>2020 has been a year of unprecedented change. The impact of COVID 19 led to two separate periods of online learning.</p> <p>A complete change of teaching staff mid year meant that some adjustments were made for the setting up of new routines.</p> <p>Over the COVID period we prioritised the health and wellbeing supports for our students, families experiencing difficulties</p>
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	and staff by maintaining high levels of communication, providing a range of supports and putting academic work second to well-being, while still having expectations of effort and application.
Considerations for 2021	<ul style="list-style-type: none"> - Developing student agency and voice as an avenue for positive climate for learning and building teacher excellence through use of the HITS surveys - Embedding the Instructional model for Literacy and Numeracy while ensuring that Planning is aligned within this structure. - Working with the community as partners in learning. - Investigate a whole school approach to the explicit teaching of social emotional learning. - The induction of a new staff member will be an important focus for 2021. This will include the development of role clarity and a mentoring program. - The Tutoring Program will be delivered throughout the year with a particular focus on literacy. Tutoring sessions will involve both one to one conferencing/teaching as well as small group sessions that will be time tabled throughout the week.
Documents that support this plan	<p>BPS Reading Workshop Model.pdf (0.18 MB)</p> <p>BPS Writing Workshop Model.pdf (0.17 MB)</p>

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal																												
Target 1.1	<p>Support for the 2021 Priorities</p> <p>Learning, catch up and extension priority:</p> <p>By the end of 2021, 100% of students will have an ongoing Individual Learning Plan for literacy and numeracy.</p> <p>Students Attitudes to School Survey</p> <p>By the end of 2021, the mean factor scores for the Student Attitudes to School Survey will be:</p> <table border="1" data-bbox="689 775 1346 1046"> <thead> <tr> <th colspan="4">Attitudes to School Survey</th> </tr> <tr> <th colspan="4">Mean Factor Score %</th> </tr> <tr> <th>Component</th> <th>2017</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>88.9</td> <td>80</td> <td>90</td> </tr> <tr> <td>Effort (Self-Regulation and Goal Setting)</td> <td>93.7</td> <td>100</td> <td>100</td> </tr> <tr> <td>High Expectations for Success (Learning Confidence)</td> <td>88</td> <td>70</td> <td>90</td> </tr> <tr> <td>Motivation and Interest</td> <td>79</td> <td>80</td> <td>90</td> </tr> </tbody> </table>	Attitudes to School Survey				Mean Factor Score %				Component	2017	2020	2021	Stimulated Learning	88.9	80	90	Effort (Self-Regulation and Goal Setting)	93.7	100	100	High Expectations for Success (Learning Confidence)	88	70	90	Motivation and Interest	79	80	90
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Target 1.2	Happy, Healthy Kids Priority:																												

	By the end of 2021, Respectful Relationships will be embedded in the curriculum with lessons taking place once a week as evidenced in planning.
Target 1.3	Connected Schools Priority: Based on data from the 2019 Parent Opinion Survey, the median score will move from 92% to 100% for Parent Participation and Involvement for 2021.
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority: All students will have an individual learning plan that is monitored through the tracking of sequential 'I can' statements.
Key Improvement Strategy 1.b Empowering students and building school pride	Happy, active and healthy kids priority: To establish a whole school approach to socio-emotional learning through the implementation of the Resilience, Rights and Respectful Relationships Framework.
Key Improvement Strategy 1.c Parents and carers as partners	Connected schools priority: To develop opportunities for increasing the engagement of parents and community groups.
Goal 2	Build Practice Excellence to improve outcomes
Target 2.1	100% of staff will have a focus on student learning target/s clearly documented in their performance and development plan NAPLAN Increase the percentage of student performing in the top 2 bands

Year 3	State 2016	2017	2021	Year 5	State 2016	2017	2021
Reading	52%	50%	50%	Reading	38%	0%	50%
Writing	57%	0%	50%	Writing	22%	0%	25%
Numeracy	41%	50%	50%	Numeracy	30%	0%	50%

Increase the percentage of students achieving high relative growth

Decrease the percentage of students achieving low relative growth

High Relative Growth	2017	2021	Low Relative Growth	2017	2021
Reading	0%	25%	Reading	0%	25%
Writing	0%	25%	Writing	50%	25%
Numeracy	0%	25%	Numeracy	50%	25%

Victorian Curriculum

All children deemed capable to make 12 months growth in reading, writing and number & algebra during 2020. Increase the percentage of students attaining an A or B based on teacher judgement in reading, writing and number & algebra over the SSP period using 2017 as a benchmark

	State 2015	2017	2021
Reading	43%		
Writing	27%		
Number & Algebra	33%		

	<p>Student Attitudes to School Survey (SATS)</p> <p>Maintain high student perceptions of Effective teaching practices for cognitive engagement using 2017 as a benchmark</p> <p>Differentiated learning challenge 90.5</p> <p>Effective classroom behaviour 95.8</p> <p>Effective teaching time 93.3</p> <p>Stimulated learning 88.9</p>
<p>Key Improvement Strategy 2.a Curriculum planning and assessment</p>	<ul style="list-style-type: none"> To develop a whole school approach to curriculum planning and documentation. Continue to developed year/term curriculum for literacy and numeracy.
<p>Key Improvement Strategy 2.b Curriculum planning and assessment</p>	<ul style="list-style-type: none"> To consistently analyse assessment data, provide to timely feedback to students and develop student learning goals . .
<p>Key Improvement Strategy 2.c Curriculum planning and assessment</p>	<ul style="list-style-type: none"> Establish highly effective professional learning practices - use of HITS (Feedback and Goal Setting). To use student assessment/data, student/teacher and teacher/student feedback to develop student agency in their learning.
<p>Goal 3</p>	<p>Build student, parent and teacher learning partnerships to improve outcomes</p>
<p>Target 3.1</p>	<p>Absence data</p> <p>Reduce the percentage of students absent for more than 20 days</p> <p>Parent opinion Data</p> <p>Using 2017 as a benchmark, maintain and increase levels to at or above 80%</p>

Parent satisfaction 81.5%

Parent participation and involvement 61.8%

School communication 70.3%

Teacher communication 85.6%

Student Attitudes to School Survey (SATS)

Using 2017 as a benchmark, maintain high levels of

- stimulating learning 88.9%
- effort 93.7%
- high expectations for success 88.0%
- motivation and interest 88.1%

Staff Opinion Survey

Collective efficacy at or above 90%

Trust in Students and Parents at or above 90%

Parent and Community Involvement at or above 90%

Collective Focus on Learning at or above 90%

Use Student Feedback to Improve Practice at or above 90%

<p>Key Improvement Strategy 3.a Parents and carers as partners</p>	<ul style="list-style-type: none"> Establish highly effective community engagement. Broaden the school's prominence in the broader community through sharing student achievements through a variety of communication forums, including the achievements of our social and educational partnership with Inglewood Primary School.
<p>Key Improvement Strategy 3.b Parents and carers as partners</p>	<ul style="list-style-type: none"> Cultivate an environment, which enables student voice, agency and leadership within the classroom and across the whole school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																
2021 Priorities Goal	Yes	<p>Support for the 2021 Priorities</p> <p>Learning, catch up and extension priority:</p> <p>By the end of 2021, 100% of students will have an ongoing Individual Learning Plan for literacy and numeracy.</p> <p>Students Attitudes to School Survey</p> <p>By the end of 2021, the mean factor scores for the Student Attitudes to School Survey will be:</p> <table border="1" data-bbox="808 1015 1462 1289"> <thead> <tr> <th colspan="4">Attitudes to School Survey</th> </tr> <tr> <th colspan="4">Mean Factor Score %</th> </tr> <tr> <th>Component</th> <th>2017</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>88.9</td> <td>80</td> <td>90</td> </tr> <tr> <td>Effort (Self-Regulation and Goal Setting)</td> <td>93.7</td> <td>100</td> <td>100</td> </tr> <tr> <td>High Expectations for Success (Learning Confidence)</td> <td>88</td> <td>70</td> <td>90</td> </tr> <tr> <td>Motivation and Interest</td> <td>79</td> <td>80</td> <td>90</td> </tr> </tbody> </table>	Attitudes to School Survey				Mean Factor Score %				Component	2017	2020	2021	Stimulated Learning	88.9	80	90	Effort (Self-Regulation and Goal Setting)	93.7	100	100	High Expectations for Success (Learning Confidence)	88	70	90	Motivation and Interest	79	80	90	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2021, 100% of students will have an ongoing Individual Education Plan for literacy and numeracy to ensure that all potential learning is maximised.</p> <p>By the end of 2021, the mean factor scores for the Student Attitudes to School Survey will be:</p> <table border="1" data-bbox="1612 788 2038 1104"> <thead> <tr> <th>Component</th> <th>2017</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>88.9</td> <td>80</td> <td>90</td> </tr> <tr> <td>Effort (SR & GS)</td> <td>93.7</td> <td>100</td> <td>100</td> </tr> <tr> <td>High Expectations for Success (LC)</td> <td>88</td> <td>70</td> <td>90</td> </tr> <tr> <td>Motivation and Interest</td> <td>79</td> <td>80</td> <td>90</td> </tr> </tbody> </table> <p>All students deemed capable will make 12 months growth in reading, writing and number & algebra during 2021</p>	Component	2017	2020	2021	Stimulated Learning	88.9	80	90	Effort (SR & GS)	93.7	100	100	High Expectations for Success (LC)	88	70	90	Motivation and Interest	79	80	90
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12 Month Target 1.1	<p>By the end of 2021, 100% of students will have an ongoing Individual Education Plan for literacy and numeracy to ensure that all potential learning is maximised.</p> <p>By the end of 2021, the mean factor scores for the Student Attitudes to School Survey will be:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2017</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>88.9</td> <td>80</td> <td>90</td> </tr> <tr> <td>Effort (SR & GS)</td> <td></td> <td>93.7</td> <td>100</td> </tr> <tr> <td>High Expectations for Success (LC)</td> <td>88</td> <td>70</td> <td>90</td> </tr> <tr> <td>Motivation and Interest</td> <td>79</td> <td>80</td> <td>90</td> </tr> </tbody> </table> <p>All students deemed capable will make 12 months growth in reading, writing and number & algebra during 2021</p>	Component	2017	2020	2021	Stimulated Learning	88.9	80	90	Effort (SR & GS)		93.7	100	High Expectations for Success (LC)	88	70	90	Motivation and Interest	79	80	90
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12 Month Target 1.2	By the end of 2021, the mean factor scores for the Student Attitudes to School Survey will be: <table border="1" data-bbox="611 228 1720 363"> <thead> <tr> <th>Mean Factor Score %</th> <th>2018</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>76</td> <td>80</td> <td>90</td> </tr> <tr> <td>Student Voice and Agency</td> <td>75</td> <td>85</td> <td>90</td> </tr> <tr> <td>Managing Bullying</td> <td>89</td> <td>93</td> <td>100</td> </tr> </tbody> </table>			Mean Factor Score %	2018	2020	2021	School Connectedness	76	80	90	Student Voice and Agency	75	85	90	Managing Bullying	89	93	100				
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12 Month Target 1.3	By the end of 2021, the mean factor scores for the Parent Opinion Survey will be: <table border="1" data-bbox="611 427 1574 587"> <thead> <tr> <th>Mean Factor Score %</th> <th>2017</th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Parent satisfaction</td> <td>81.5</td> <td>75</td> <td>90</td> </tr> <tr> <td>Parent participation and involvement</td> <td>61.8</td> <td>92</td> <td>100</td> </tr> <tr> <td>School communication</td> <td>70.3</td> <td>-</td> <td>80</td> </tr> <tr> <td>Teacher communication</td> <td>85.6</td> <td>88</td> <td>90</td> </tr> </tbody> </table>			Mean Factor Score %	2017	2019	2021	Parent satisfaction	81.5	75	90	Parent participation and involvement	61.8	92	100	School communication	70.3	-	80	Teacher communication	85.6	88	90
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Key Improvement Strategies		Is this KIS selected for focus this year?																					
KIS 1 Building practice excellence	Learning, catch-up and extension priority: All students will have an individual learning plan that is monitored through the tracking of sequential 'I can' statements.		Yes																				
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority: To establish a whole school approach to socio-emotional learning through the implementation of the Resilience, Rights and Respectful Relationships Framework.		Yes																				
KIS 3 Parents and carers as partners	Connected schools priority: To develop opportunities for increasing the engagement of parents and community groups.		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 2021, all students will be able to track their learning through sequential 'I can' statements. Learning plans will include clear SMART goals for literacy and numeracy. This method will also be utilised for students involved in the tutoring program.</p> <p>Resilience, Rights and Respectful Relationships needs to be implemented at Bridgewater Primary School in an ongoing capacity. The Respectful Relationships framework will provide a whole school approach to socio-emotional learning. The school has also nominated to be a part of the student voice initiative that is being conducted through the Quaglia Institute.</p>																						

	Creating more opportunities for parents to be involved in the school will positively impact on student learning. Providing opportunities for the wider community to be involved in school projects will help to create greater connection with parents and local community members.																																										
Goal 2	Build student, parent and teacher learning partnerships to improve outcomes																																										
12 Month Target 2.1	<p>Absence data Reduce the percentage of students absent for more than 20 days in 2020 by 30% in 2021.</p> <p>By the end of 2021, the mean factor scores for the Parent Opinion Survey will be:</p> <table border="1"> <thead> <tr> <th>Mean Factor Score %</th> <th>2017</th> <th colspan="2">2021</th> </tr> </thead> <tbody> <tr> <td>Parent satisfaction</td> <td>81.5</td> <td colspan="2">90</td> </tr> <tr> <td>Parent participation and involvement</td> <td>61.8</td> <td colspan="2">80</td> </tr> <tr> <td>School communication</td> <td>70.3</td> <td colspan="2">80</td> </tr> <tr> <td>Teacher communication</td> <td>85.6</td> <td colspan="2">90</td> </tr> </tbody> </table> <p>By the end of 2021, the mean factor scores for the Student Attitudes to School Survey will be:</p> <table border="1"> <thead> <tr> <th>Mean Factor Score%</th> <th>2017</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>88.9</td> <td>80</td> <td>90</td> </tr> <tr> <td>Effort (SR & GS)</td> <td>93.7</td> <td>100</td> <td>100</td> </tr> <tr> <td>High Expectations for Success (LC)</td> <td>88</td> <td>70</td> <td>90</td> </tr> <tr> <td>Motivation and Interest</td> <td>79</td> <td>80</td> <td>90</td> </tr> </tbody> </table>			Mean Factor Score %	2017	2021		Parent satisfaction	81.5	90		Parent participation and involvement	61.8	80		School communication	70.3	80		Teacher communication	85.6	90		Mean Factor Score%	2017	2020	2021	Stimulated Learning	88.9	80	90	Effort (SR & GS)	93.7	100	100	High Expectations for Success (LC)	88	70	90	Motivation and Interest	79	80	90
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KIS 1	<ul style="list-style-type: none"> Establish highly effective community engagement. Broaden the school's prominence in the broader community through sharing student achievements through a 		Yes																																								

Parents and carers as partners	variety of communication forums, including the achievements of our social and educational partnership with Inglewood Primary School.	
KIS 2 Parents and carers as partners	<ul style="list-style-type: none"> Cultivate an environment, which enables student voice, agency and leadership within the classroom and across the whole school. 	No
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>Communication of initiatives and student achievements, will amplify the presence of the school in the local community.</p> <p>Professional development using the Amplify framework will help to guide the development of student voice, agency and leadership. Continuing the implementation of learning maps using 'I can' statements, will help students to monitor the progression of their goals as well as the identification of the next steps in their learning. The use of the HITS surveys will help to give students a say of what is happening in the classroom as well as the opportunity to feedback on teacher practice. Targeted communication with the wider community through the public Facebook page was amplified throughout semester 2 in 2020. This communication needs to be further embedded throughout 2021.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal																				
12 Month Target 1.1	<p>By the end of 2021, 100% of students will have an ongoing Individual Education Plan for literacy and numeracy to ensure that all potential learning is maximised.</p> <p>By the end of 2021, the mean factor scores for the Student Attitudes to School Survey will be:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2017</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>88.9</td> <td>80</td> <td>90</td> </tr> <tr> <td>Effort (SR & GS)</td> <td></td> <td>93.7</td> <td>100</td> </tr> <tr> <td>High Expectations for Success (LC)</td> <td>88</td> <td>70</td> <td>90</td> </tr> <tr> <td>Motivation and Interest</td> <td>79</td> <td>80</td> <td>90</td> </tr> </tbody> </table> <p>All students deemed capable will make 12 months growth in reading, writing and number & algebra during 2021</p>	Component	2017	2020	2021	Stimulated Learning	88.9	80	90	Effort (SR & GS)		93.7	100	High Expectations for Success (LC)	88	70	90	Motivation and Interest	79	80	90
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KIS 1 Building practice excellence	<p>Learning, catch-up and extension priority: All students will have an individual learning plan that is monitored through the tracking of sequential 'I can' statements.</p>																				
Actions	<p>To continue to develop learning maps that will to help inform individual learning plans. Complete a list of 'I can' statements for areas being taught in literacy and numeracy.</p>																				

<p>Outcomes</p>	<p>Staff will: Develop 'I can' statements that progress for each year level in literacy and numeracy Support students in the setting of SMART goals Ensure that every student has the opportunity to individually conference on goal setting at least once per week. Provide regular feedback to students during literacy and numeracy sessions. Analyse student data through weekly meetings.</p> <p>Students will: Track their learning through the use of learning maps. Set realistic SMART goals that are challenging but achievable. Regularly conference with their teacher in relation to learning progression Be able to articulate their learning</p> <p>Leadership will: Ensure data analysis is a component of weekly meetings Ensure that teaching staff have the resources available to implement goals Introduce PLC meeting concepts</p>
<p>Success Indicators</p>	<p>Staff : Will have some understanding of the PLC process Data analysis that is linked to student goal setting</p> <p>Students: Track their learning through 'I can' statements which are then recorded in Individual Education Plans 100% of students will have an Individual Education Plan</p> <p>Leadership: Minutes/data from meetings Evidence of student learning progression through Individual Learning Plans Data wall</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop Learning Maps in conjunction with students, assisting students to negotiate future learning goals and track personalised learning.	<input checked="" type="checkbox"/> Student(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
Provide opportunities for teaching staff to visit other schools for professional learning in student agency.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Provide professional development to teachers on the HITS and use of the Amplify document to support the development of student voice, agency and leadership.	<input checked="" type="checkbox"/> Principal <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
Contact the area Education Improvement Leader (Amanda Ferguson) for feedback on our curriculum development.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority: To establish a whole school approach to socio-emotional learning through the implementation of the Resilience, Rights and Respectful Relationships Framework.			
Actions	Resilience, Rights and Respectful Relationships will be implemented throughout the school and taught on a weekly basis.			
Outcomes	Staff will:			

	<p>Utilise the resources available for the implementation of the Resilience, Rights and Respectful Relationships program. Ensure that sessions are undertaken on a weekly basis. Promote social and emotional skills and positive gender norms in children</p> <p>Students will develop: A better understanding of personal strengths Strategies for self regulation Emotional literacy Positive coping skills Problem-solving strategies Stress management strategies Greater confidence and understanding of how and when to seek help A better understanding of gender and identity</p> <p>Leadership will: Ensure staff have the resources required to implement the Resilience, Rights and Respectful Relationships program. Ensure that the program is scheduled into weekly curriculum planning</p>			
Success Indicators	<p>Staff : Evidence of weekly implementation through planning documents</p> <p>Students: An increase in the wellbeing score of the Be You student surveys</p> <p>Leadership: 'Be You' survey data (used to assess student wellbeing) will display improvement with the implementation of the program</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Be You surveys administered at least once per term to track student wellbeing.	<input checked="" type="checkbox"/> Principal <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

Utilise the 'Be You' Framework to also support whole school wellbeing.	<input checked="" type="checkbox"/> Principal <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
Provide opportunities for the Student Action Team to promote mental health and positive relationships in the school community.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Connected schools priority: To develop opportunities for increasing the engagement of parents and community groups.			
Actions	Parents will be invited to participate in an open classroom event at least once per term as well as opportunities to volunteer in whole school projects throughout 2021.			
Outcomes	<p>Staff will: Invite parents into the classroom at least once per term so that they can participate in a celebration of student learning. Participate in whole school initiatives that connect with the wider community Communicate student learning achievement on a regular basis</p> <p>Students will: Share their learning with their parents Present what they have learnt over a term through the celebration of learning.</p> <p>Leadership will: Support teaching staff with resources required for regular communication Monitor communication with the community</p>			
Success Indicators	<p>Staff : Regular communication of learning achievement</p> <p>Students: Greater pride in learning achievement</p>			

	Leadership: Parent feedback through the Parent Opinion Survey Reflections on the public Facebook page Self assessment against the FISO Continua			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
A student-led celebration of learning that will culminate in an open classroom once per term.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
At least one school community event will be held per term to promote inclusion and social interaction.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Regular parenting tips and insights from Michael Grose to be included in the newsletter and a subscription purchased for families to access from home.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Build student, parent and teacher learning partnerships to improve outcomes			
12 Month Target 2.1	Absence data Reduce the percentage of students absent for more than 20 days in 2020 by 30% in 2021. By the end of 2021, the mean factor scores for the Parent Opinion Survey will be: Mean Factor Score % 2017 2021 Parent satisfaction 81.5 90			

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KIS 1 Parents and carers as partners	<ul style="list-style-type: none"> Establish highly effective community engagement. Broaden the school's prominence in the broader community through sharing student achievements through a variety of communication forums, including the achievements of our social and educational partnership with Inglewood Primary School. 																													
Actions	Continue to visit Inglewood Primary once a fortnight and publically promote this collaborative learning on the community Facebook page.																													
Outcomes	<p>Staff will: Teach a specialist subject at Inglewood Primary School once a fortnight. Collaborate with other teachers from Inglewood PS</p> <p>Students will: Develop social skills during their interactions with peers from Inglewood PS Participate in a variety of specialist subjects</p> <p>Leadership will: Work closely with the leadership team at Inglewood PS to monitor the collaborative learning and make improvements where necessary</p>																													
Success Indicators	<p>Staff :</p> <p>Shared planning and collaborative professional development - meeting minutes Planning that takes into consideration students from the partner school</p>																													

	<p>Students: More confidence in their ability to build social networks Participation in the specialist subjects offered through Inglewood PS</p> <p>Leadership: Aligned priorities for the learning partnership between both schools</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Collaborative learning/teaching at Inglewood PS once per fortnight.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" 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	\$6,600.00	\$6,100.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$6,600.00	\$6,100.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide opportunities for the Student Action Team to promote mental health and positive relationships in the school community.	from: Term 1 to: Term 4		\$2,000.00	\$2,000.00
A student-led celebration of learning that will culminate in an open classroom once per term.	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00
At least one school community event will be held per term to promote inclusion and social interaction.	from: Term 1 to: Term 4		\$2,000.00	\$1,700.00
Regular parenting tips and insights from Michael Grose to be included in the newsletter and a subscription purchased for families to access from home.	from: Term 1 to: Term 4		\$600.00	\$600.00

Collaborative learning/teaching at Inglewood PS once per fortnight.	from: Term 1 to: Term 4		\$1,000.00	\$800.00
Totals			\$6,600.00	\$6,100.00

Additional Equity spend

Outline here any additional Equity spend for 2021	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
Develop Learning Maps in conjunction with students, assisting students to negotiate future learning goals and track personalised learning.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide opportunities for teaching staff to visit other schools for professional learning in student agency.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Departmental resources HITS Amplify <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide professional development to teachers on the HITS and use of the Amplify document to support the development of student voice, agency and leadership.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Contact the area Education Improvement Leader (Amanda Ferguson) for feedback on our curriculum development.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Collaborative learning/teaching at Inglewood PS once per fortnight.	<input checked="" type="checkbox"/> Student(s) <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Inglewood PS.