

2021 Annual Implementation Plan

for improving student outcomes

Keysborough Gardens Primary School (5572)



'Striving for Excellence - in Learning and Life'

Submitted for review by Philip Anthony (School Principal) on 17 December, 2020 at 10:28 AM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 24 December, 2020 at 01:43 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging

	Intellectual engagement and self-awareness	Evolving
--	--	----------

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

Enter your reflective comments	<p>Starting a new school in 2020 during the year of a global pandemic has brought many challenges but also many new learning opportunities.</p> <p>REMOTE LEARNING: The school provided a high quality Flexible and Remote Teaching and Learning Program that allowed students to login to live sessions with their peers and classroom teachers twice a day. Live lessons, pre-recorded lessons as well as small group or individual explicit teaching sessions formed part of the program. The prep program was also supplemented by hard copies of worksheets delivered to families. Teacher's ICT skills developed exponentially with a variety of platforms used to increase engagement and the effective delivery of the program.</p> <p>CONNECTION TO COMMUNITY: The school maintained connection with the community during the remote learning periods using virtual means such as: KGPS has got talent! - concert via Webex, weekly newsletter, Spoonville community village, Well-being Wednesday, staff videos (inc. Nutbush, whole staff dance, Principal and AP story time sessions), teacher-parent fortnightly phone calls, open Webex sessions for student/parent questions, Student-Parent-Teacher online conferences and online assemblies. A modified Prep transition program was run as well as a 'new students in 2021' transition program. A virtual tour of our school was shared with our new families as well as a welcome pack including a social story and letter from the 2021 teacher. School council meeting have continued over the year with most being conducted virtually.</p> <p>STUDENT ACHIEVEMENT: During remote learning 2.0- our Learning Enhancement Program moved on line with a focus on targeted individual or small group support. Our Term 4 Learning Labs (literacy intervention) targeted over 75 of our 177 students with a focus on 'catch up', 're-engage' and /or extend. 2020 December Student Achievement data indicated that over 90% of our students made 12 months growth or more over the year.</p>
---------------------------------------	--

<p>Considerations for 2021</p>	<p>A focus for KGPS in 2021 will be continuing to establish our new school via: Developing our PLCs- participation in the PLC initiative Continuing to develop way to connection with our community Student Well-being- transitioning new students and SWPBS Support for EAL students- Learning Labs- tutoring program 13 new staff begin in 2021 therefore there will be focus on continuing to develop our school culture, processes and policies, PLCs and relationships with our students, parents and the wider community. Using the tutoring program to 'catch up' those students not working at the expected level and also identifying the students who are capable of extension/working above the expected level for additional support.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	<p>By December 2021:</p> <ul style="list-style-type: none"> - 75% of Year 1-6 students will be at or above the expected level (scaled score) in PAT data Reading and Mathematics. - 80% of Prep students will be at or above the 60th percentile in the LeSt (The Letter Sound Test) <i>.(June target- 50% of Prep students at the 60th percentile in the LeST).</i> - 2021 NAPLAN results will show that students scoring in the top two bands for Reading will be at or above 25% - 2021 NAPLAN results will show that students scoring in the bottom two bands for Reading will be below 25% - 2021 NAPLAN results will show that students scoring medium and high Benchmark Growth will be at or above 75%. The percentage of these students in this group that score high growth will be at or above 25%.
Target 1.2	<p>Teacher Judgement data:</p> <ul style="list-style-type: none"> - By December 2021 less than 25% of students (P-6) will be working below the expected level in Reading. - By December 2021 Year level cohort will achieve a mean score of 1.0 (1 year) in growth in Number and Algebra, Reading and Writing. - By December 2021, at least 10% of students will have progressed 18months or more in Number and Algebra, Reading and Writing. <p>Student Attitude to School Survey data:</p>

	<p>- The positive endorsement measure in the Student Attitudes to School Survey for the Differentiated Learning Challenge Factor will be at or above the State mean.</p> <p>School Staff Survey data:</p> <p>The positive endorsement measure in the School Staff Survey for the Understand how to Analyse Data Factor will be at or above the State mean.</p> <p>The positive endorsement measure in the School Staff Survey for the Plan Differentiated Learning Activities Factor will be at or above the State mean.</p>
Target 1.3	<p>- By December 2021 the overall score from the PAT Social-Emotional Wellbeing (SEW) survey will have increased by 20% from February 2021.</p> <p>- The positive endorsement measure in the Student Attitudes to School Survey for the Sense of Connectedness Factor will be at or above the State mean.</p>
Target 1.4	<p>2021 Attendance data will be at or below the state mean.</p>
Target 1.5	<p>Student-Led Conferences participation rate will be 80% or more.</p> <p>The positive endorsement measure in the Parent Opinion Survey for the Parent Participation and Involvement Factor will be at or above the State mean.</p>
Key Improvement Strategy 1.a Building practice excellence	<p>Learning, catch-up and extension priority</p>

Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Parents and carers as partners	Connected schools priority
Goal 2	To improve student achievement at each level with a focus on Literacy and Numeracy
Target 2.1	<p>By December 2021:</p> <p>75% of Year 1-6 students will be at or above the expected level (scaled score) in PAT data Reading and Mathematics.</p> <p>80% of Prep students will be at or above the 60th percentile in the LeSt (The Letter Sound Test).</p> <p>2021 NAPLAN results will show 25% of student in the top two bands in Reading.</p>
Target 2.2	<p>Teacher Judgement data:</p> <ul style="list-style-type: none"> - By December 2021 less than 25% of students (P-6) will be working below the expected level in Reading. - By December 2021 Year level cohort will achieve a mean score of 1.0 (1 year) in growth in Number and Algebra, Measurement and Geometry, Reading, Writing and Speaking and Listening. - By December 2021, at least 10% of students will have progressed 18months or more in Reading, Writing and Number and Algebra.

Target 2.3	To be at or above the state mean for Collective Efficacy and Collective Responsibility in the 2021 Staff Opinion Survey.
Key Improvement Strategy 2.a Building practice excellence	To develop the capacity of PLC teams to use student achievement data within the FISO Improvement Cycle to collaboratively plan and deliver differentiated programs to promote student learning growth.
Key Improvement Strategy 2.b Building practice excellence	Develop and implement the KGPS Instructional Model which incorporates the consistent use of the High Impact Teaching Strategies (HITS) and aligns with pedagogy within our flexible learning environment.
Key Improvement Strategy 2.c Curriculum planning and assessment	Embed the LEARNING ENHANCEMENT PROGRAM (LEP) with a focus on the Learning Labs (intervention program) and the Victorian High Ability program
Goal 3	To improve student well being and engagement.
Target 3.1	<p>By December 2021 the overall score from the PAT Social-Emotional Wellbeing (SEW) survey will have increased by 20% from February 2021.</p> <p>To be at or above 80% for Connectedness in the 2021 Attitudes to School Survey.</p> <p>Attendance data- at or above state mean.</p>

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Create a positive climate for learning through the development and implementation of the School Wide Positive Behavior Program.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Implement the IB PYP as a framework to promote student agency and intellectual engagement.
Goal 4	To build stronger connections within our school community.
Target 4.1	Student-Led Conferences participation rate will be 80% or more. To be at or above 80% for General Satisfaction in the 2021 Parent Opinion Survey. To be at or above 80% for School Connectedness in the 2021 Parent Opinion Survey.
Key Improvement Strategy 4.a Parents and carers as partners	Strengthen our school-wide approach to community engagement.

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>By December 2021:</p> <ul style="list-style-type: none"> - 75% of Year 1-6 students will be at or above the expected level (scaled score) in PAT data Reading and Mathematics. - 80% of Prep students will be at or above the 60th percentile in the LeSt (The Letter Sound Test) <i>.(June target- 50% of Prep students at the 60th percentile in the LeST).</i> - 2021 NAPLAN results will show that students scoring in the top two bands for Reading will be at or above 25% - 2021 NAPLAN results will show that students scoring in the bottom two bands for Reading will be below 25% - 2021 NAPLAN results will show that students scoring medium and high Benchmark Growth will be at or above 75%. The percentage of these students in this group that score high growth will be at or above 25%. 	<p>By December 2021:</p> <ul style="list-style-type: none"> - 75% of Year 1-6 students will be at or above the expected level (scaled score) in PAT data Reading and Mathematics. - 80% of Prep students will be at or above the 60th percentile in the LeSt (The Letter Sound Test) <i>.(June target- 50% of Prep students at the 60th percentile in the LeST).</i> - 2021 NAPLAN results will show that students scoring in the top two bands for Reading will be at or above 25% - 2021 NAPLAN results will show that students scoring in the bottom two bands for Reading will be below 25% - 2021 NAPLAN results will show that students scoring medium and high Benchmark Growth will be at or above 75%. The percentage of these students in this group that score high growth will be at or above 25%.

		<p>Teacher Judgement data:</p> <ul style="list-style-type: none"> - By December 2021 less than 25% of students (P-6) will be working below the expected level in Reading. - By December 2021 Year level cohort will achieve a mean score of 1.0 (1 year) in growth in Number and Algebra, Reading and Writing. - By December 2021, at least 10% of students will have progressed 18months or more in Number and Algebra, Reading and Writing. <p>Student Attitude to School Survey data:</p> <ul style="list-style-type: none"> - The positive endorsement measure in the Student Attitudes to School Survey for the Differentiated Learning Challenge Factor will be at or above the State mean. <p>School Staff Survey data:</p> <p>The positive endorsement measure in the School Staff Survey for the Understand how to Analyse Data Factor will be at or above the State mean.</p> <p>The positive endorsement measure in the School Staff Survey for the Plan Differentiated Learning Activities Factor will be at or above the State mean.</p>	<p>Teacher Judgement data:</p> <ul style="list-style-type: none"> - By December 2021 less than 25% of students (P-6) will be working below the expected level in Reading. - By December 2021 Year level cohort will achieve a mean score of 1.0 (1 year) in growth in Number and Algebra, Reading and Writing. - By December 2021, at least 10% of students will have progressed 18months or more in Number and Algebra, Reading and Writing. <p>Student Attitude to School Survey data:</p> <ul style="list-style-type: none"> - The positive endorsement measure in the Student Attitudes to School Survey for the Differentiated Learning Challenge Factor will be at or above the State mean. <p>School Staff Survey data:</p> <p>The positive endorsement measure in the School Staff Survey for the Understand how to Analyse Data Factor will be at or above the State mean.</p> <p>The positive endorsement measure in the School Staff Survey for the Plan Differentiated Learning Activities Factor will be at or above the State mean.</p>
--	--	---	---

		<p>- By December 2021 the overall score from the PAT Social-Emotional Wellbeing (SEW) survey will have increased by 20% from February 2021.</p> <p>- The positive endorsement measure in the Student Attitudes to School Survey for the Sense of Connectedness Factor will be at or above the State mean.</p>	<p>- By December 2021 the overall score from the PAT Social-Emotional Wellbeing (SEW) survey will have increased by 20% from February 2021.</p> <p>- The positive endorsement measure in the Student Attitudes to School Survey for the Sense of Connectedness Factor will be at or above the State mean.</p>
		2021 Attendance data will be at or below the state mean.	2021 Attendance data will be at or below the state mean.
		<p>Student-Led Conferences participation rate will be 80% or more.</p> <p>The positive endorsement measure in the Parent Opinion Survey for the Parent Participation and Involvement Factor will be at or above the State mean.</p>	<p>Student-Led Conferences participation rate will be 80% or more.</p> <p>The positive endorsement measure in the Parent Opinion Survey for the Parent Participation and Involvement Factor will be at or above the State mean.</p>
To improve student achievement at each level with a focus on Literacy and Numeracy	No	<p>By December 2021:</p> <p>75% of Year 1-6 students will be at or above the expected level (scaled score) in PAT data Reading and Mathematics.</p> <p>80% of Prep students will be at or above the 60th percentile in the LeSt (The Letter Sound Test).</p>	

		2021 NAPLAN results will show 25% of student in the top two bands in Reading.	
		<p>Teacher Judgement data:</p> <ul style="list-style-type: none"> - By December 2021 less than 25% of students (P-6) will be working below the expected level in Reading. - By December 2021 Year level cohort will achieve a mean score of 1.0 (1 year) in growth in Number and Algebra, Measurement and Geometry, Reading, Writing and Speaking and Listening. - By December 2021, at least 10% of students will have progressed 18months or more in Reading, Writing and Number and Algebra. 	
		To be at or above the state mean for Collective Efficacy and Collective Responsibility in the 2021 Staff Opinion Survey.	
To improve student well being and engagement.	No	By December 2021 the overall score from the PAT	

		<p>Social-Emotional Wellbeing (SEW) survey will have increased by 20% from February 2021.</p> <p>To be at or above 80% for Connectedness in the 2021 Attitudes to School Survey.</p> <p>Attendance data- at or above state mean.</p>	
To build stronger connections within our school community.	No	<p>Student-Led Conferences participation rate will be 80% or more.</p> <p>To be at or above 80% for General Satisfaction in the 2021 Parent Opinion Survey.</p> <p>To be at or above 80% for School Connectedness in the 2021 Parent Opinion Survey.</p>	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>By December 2021:</p> <ul style="list-style-type: none"> - 75% of Year 1-6 students will be at or above the expected level (scaled score) in PAT data Reading and Mathematics. - 80% of Prep students will be at or above the 60th percentile in the LeSt (The Letter Sound Test) .(June target- 50% of Prep

	<p>students at the 60th percentile in the LeST).</p> <ul style="list-style-type: none"> - 2021 NAPLAN results will show that students scoring in the top two bands for Reading will be at or above 25% - 2021 NAPLAN results will show that students scoring in the bottom two bands for Reading will be below 25% - 2021 NAPLAN results will show that students scoring medium and high Benchmark Growth will be at or above 75%. The percentage of these students in this group that score high growth will be at or above 25%.
<p>12 Month Target 1.2</p>	<p>Teacher Judgement data:</p> <ul style="list-style-type: none"> - By December 2021 less than 25% of students (P-6) will be working below the expected level in Reading. - By December 2021 Year level cohort will achieve a mean score of 1.0 (1 year) in growth in Number and Algebra, Reading and Writing. - By December 2021, at least 10% of students will have progressed 18months or more in Number and Algebra, Reading and Writing. <p>Student Attitude to School Survey data:</p> <ul style="list-style-type: none"> - The positive endorsement measure in the Student Attitudes to School Survey for the Differentiated Learning Challenge Factor will be at or above the State mean. <p>School Staff Survey data:</p> <p>The positive endorsement measure in the School Staff Survey for the Understand how to Analyse Data Factor will be at or above the State mean.</p> <p>The positive endorsement measure in the School Staff Survey for the Plan Differentiated Learning Activities Factor will be at or above the State mean</p>
<p>12 Month Target 1.3</p>	<ul style="list-style-type: none"> - By December 2021 the overall score from the PAT Social-Emotional Wellbeing (SEW) survey will have increased by 20% from February 2021. - The positive endorsement measure in the Student Attitudes to School Survey for the Sense of Connectedness Factor will be at or above the State mean.

12 Month Target 1.4	2021 Attendance data will be at or below the state mean.	
12 Month Target 1.5	Student-Led Conferences participation rate will be 80% or more. The positive endorsement measure in the Parent Opinion Survey for the Parent Participation and Involvement Factor will be at or above the State mean.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Parents and carers as partners	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>By December 2021:</p> <ul style="list-style-type: none"> - 75% of Year 1-6 students will be at or above the expected level (scaled score) in PAT data Reading and Mathematics. - 80% of Prep students will be at or above the 60th percentile in the LeSt (The Letter Sound Test) .(June target- 50% of Prep students at the 60th percentile in the LeST). - 2021 NAPLAN results will show that students scoring in the top two bands for Reading will be at or above 25% - 2021 NAPLAN results will show that students scoring in the bottom two bands for Reading will be below 25% - 2021 NAPLAN results will show that students scoring medium and high Benchmark Growth will be at or above 75%. The percentage of these students in this group that score high growth will be at or above 25%.
12 Month Target 1.2	<p>Teacher Judgement data:</p> <ul style="list-style-type: none"> - By December 2021 less than 25% of students (P-6) will be working below the expected level in Reading. - By December 2021 Year level cohort will achieve a mean score of 1.0 (1 year) in growth in Number and Algebra, Reading and Writing. - By December 2021, at least 10% of students will have progressed 18months or more in Number and Algebra, Reading and Writing. <p>Student Attitude to School Survey data:</p> <ul style="list-style-type: none"> - The positive endorsement measure in the Student Attitudes to School Survey for the Differentiated Learning Challenge Factor will be at or above the State mean. <p>School Staff Survey data:</p> <p>The positive endorsement measure in the School Staff Survey for the Understand how to Analyse Data Factor will be at or above the State mean.</p>

	The positive endorsement measure in the School Staff Survey for the Plan Differentiated Learning Activities Factor will be at or above the State mean
12 Month Target 1.3	<ul style="list-style-type: none"> - By December 2021 the overall score from the PAT Social-Emotional Wellbeing (SEW) survey will have increased by 20% from February 2021. - The positive endorsement measure in the Student Attitudes to School Survey for the Sense of Connectedness Factor will be at or above the State mean.
12 Month Target 1.4	2021 Attendance data will be at or below the state mean.
12 Month Target 1.5	<p>Student-Led Conferences participation rate will be 80% or more.</p> <p>The positive endorsement measure in the Parent Opinion Survey for the Parent Participation and Involvement Factor will be at or above the State mean.</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Further develop and embed our Learning Enhancement Program. (LEP) including our Learning Labs- literacy intervention/Tutor Program. - Train ES and staff involved in the Learning Labs/Tutoring in our school intervention program. - Review and strengthen the effective teacher use of HITS in the classroom with a focus on differentiation within a flexible learning environment. - Participate in the DET PLC professional learning training - Establish PLC structures to support teacher collaboration and reflections of teaching practice - Instructional model further developed and implemented across the school
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Run PD for staff based on PLC workshops - Lead the PLC inquiry process within their PLC team - Model and coach staff in the effective use of data - Oversee the academic progress of all students across the whole school - Lead the planning and pedagogical approaches across the school - Lead the implementation and further development of the school's Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - Be working collaboratively developing and student learning within PLCs

	<ul style="list-style-type: none"> - Work effectively in a co-teaching model to deliver learning that reflect student needs - Use data to accurately identify the learning needs of students - Be able to use the LEP model to provide explicit, targeted support for students within focus learning groups - Use SPA to track student progress - Use data to drive teaching and learning with a focus on reflecting on practice - Use data to identify students requiring additional support or extension - Use HITS to plan lessons - with a focus on differentiation - Use the whole school assessment schedule and adhere to agreed timelines <p>Students will:</p> <ul style="list-style-type: none"> - Be supported and challenged at their individual point of need - Be involved in the Learning Labs (Tutor Learning Program) - Know the purpose of their learning and the steps to success - Develop positive relationship with peers and staff within the Learning Centre. - Use a variety of learning zones dependent of their learning needs 			
Success Indicators	<p>Data effectively used by teachers to identify students requiring learning support and inform relevant learning program development and delivery.</p> <p>NAPLAN performance data reflects student learning is at similar school level</p> <p>Assessment data that reflects high levels of student learning growth</p> <p>Student Attitudes to School Survey Data reflects similar school levels</p> <p>School Staff Survey indicates improvement</p> <p>Differentiation visible in the classroom during classroom observations and Learning Walks</p> <p>Differentiation evident in planners</p> <p>Shared professional learning goals linked to the school's AIP Key Improvement Strategies incorporated in staff PDPs</p> <p>Professional learning including professional reading documented</p> <p>PLC maturity Matrix measures indicate PLC practice improvement</p> <p>Curriculum documentation is scoped and sequenced</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Meeting and specialist timetable to support collaborative planning developed and implemented	All Staff Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teacher resource books purchased and professional reading regularly distributed to staff	Assistant Principal PLT Leaders Principal	PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
PLC training	Leadership Team	PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Purchase SPA and provide professional development	Assessment & Reporting Coordinator	PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
SIT team to meet to further workshop the Instructional Model	Assistant Principal School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Embed observation and feedback via PLCs	Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Train staff involved in our Learning Labs/Tutoring program	Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
Administer pre and post assessment to measure and monitor student growth	Teacher(s) Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Purchase intervention programs (i.e Ascend, MacqLit)	Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00 Equity funding will be used
Identify students for the program and create Learning Labs schedule	Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Implement Respectful Relationships across the school - Establish Essential Agreements across the school outlining expected behaviors. - Visual schedules and Zones of Regulation to be developed and implemented across the school. - Learning Mentor Program to be developed and implemented. - Establish the IB PYP as a framework to promote student agency and intellectual engagement. - Complete the requirements to become a Candidate School for the IB PYP. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead professional development and the implementation of the Respectful Relationships Program - Develop and implement a student Well being and Engagement action plan - Establish a Well being Team 			

	<ul style="list-style-type: none"> - Monitor student behavior across the school - Provide relevant professional learning - Lead the implementation of the Learning Mentor Program - Lead the implementation and data analysis of student surveys and data <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement the Respectful Relationships Program - Be a part of the Learning Mentor Program, supporting 1-2 children who require additional emotional or social support - Participate in whole school Professional development on SWPBS - Have consistent approach to behavior expectations and management - Use Compass Chronicle to monitor student well-being - Provide a teaching and learning program that is transdisciplinary, collaborative and relates to real life - Foster student agency through feedback, questioning and input into Units of Inquiry <p>Students will:</p> <ul style="list-style-type: none"> - Feel supported and engaged and contribute positively to the school community - Where relevant be involved in the Learning Mentor Program - Have a clear understanding of expected behavior both in and outside the classroom - Feel safe and have a sense of belonging - Work collaboratively to enhance their learning experience - Use an inquiry approach to research answers to questions - Develop student voice and agency through the use of questions and feedback to drive unit of inquiry <p>Parents will:</p> <ul style="list-style-type: none"> - receive regular communication and support from the school 			
Success Indicators	<ul style="list-style-type: none"> - Chronicle of student concerns, issues and communication are recorded in Compass which will lead to consistent behavior management and communication processes - An increase in the PAT SEW score from term 1 to term 4 - AtSS results show an increase in 'School Connectedness' and an 'Advocate at School' and 'Teacher Concern' - Parent Opinion Survey shows an increase in 'School Connectedness' 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Respectful Relationships - Partnership school Professional Development/workshops	Team Leader(s) Wellbeing Team	PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

2021 Well-being Team formed and action plan established	Leading Teacher(s) Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Mentors Program documented - students selected and allocated to staff	Leading Teacher(s) Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole staff professional development on using Compass Chronicle to track and monitor students	Wellbeing Team	PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to undertake Professional Development- PYP with a focus on a transdisciplinary, inquiry-based approach	All Staff Assistant Principal Learning Specialist(s)	PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Apply for candidacy with the IB	Assistant Principal Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$14,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Connected schools priority			

Actions	<ul style="list-style-type: none"> - Strengthen school-wide approach to communication with parents through Digital Portfolios, Compass, (new) Website and Facebook - Introduce Student-Led Conferences across the school - Access the wider school community to support the learning program and/or extra curricula programs 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Oversee the coordinators of whole school events and the School Council Sub committee- Events and Fundraising - Plan and deliver the the Parent Helper Information session - Develop a whole school action plan to ensure the effective and consistent running of Student-Led Conferences - Lead the implementation of Student-led Conferences - Review the whole school reporting process and investigate progressive reporting <p>Teachers will:</p> <ul style="list-style-type: none"> - Use Seesaw and Compass to communicate and strengthen the home-school partnership - Regularly connect with parents through events, email communication, newsletters and face-to-face meetings - Facilitate parent helpers in the classroom <p>Parents/carers will:</p> <ul style="list-style-type: none"> - Feel welcomed in the school - Feel confident in how their child is progressing 			
Success Indicators	<p>Parent opinion survey will show an increase Attendance at school events Attendance at Student-led Conferences Local organisations/business are accessed to provide learning opportunities for students</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Creating opportunities for parents to get to know each other and feel a part of the school community (eg a 'morning tea' club for parents activity)	Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Embed Enrichment Clubs across the school (focus on social skills)	Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

				<input type="checkbox"/> Equity funding will be used
Establish a student 'check in' system at each level using the Zone of Regulations (ZoR) and Circle Time	Leading Teacher(s) Wellbeing Team	PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Implement digital portfolios and investigate their potential to use for continuous reporting	Assessment & Reporting Coordinator	PLP Priority	from: Term 1 to: Term 2	\$2,080.00 <input type="checkbox"/> Equity funding will be used
Develop an Action Plan to implement Student Led Conferences	Leadership Team Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Parent helpers course	Assistant Principal Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200.00 <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	\$4,000.00	\$4,000.00
Additional Equity funding	\$11,525.00	\$11,525.00
Grand Total	\$15,525.00	\$15,525.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Purchase intervention programs (i.e Ascend, MacqLit)	from: Term 1 to: Term 1		\$4,000.00	\$4,000.00
Totals			\$4,000.00	\$4,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Leading teacher- specializing in learning intervention	from: Term 1 to: Term 4	School-based staffing	\$7,725.00	\$7,725.00
Resources to support student learning- board maker, fiddle toys etc	from: Term 1	Teaching and learning programs and resources	\$800.00	\$800.00

	to: Term 2			
ES staff	from: Term 1 to: Term 4	School-based staffing	\$3,000.00	\$3,000.00
Totals			\$11,525.00	\$11,525.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teacher resource books purchased and professional reading regularly distributed to staff	Assistant Principal PLT Leaders Principal	from: Term 1 to: Term 4	Planning Preparation	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	PLC Initiative Internal staff	On-site
PLC training	Leadership Team	from: Term 1 to: Term 4	Formalised PLC/PLTs	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	PLC Initiative	On-site
Purchase SPA and provide professional development	Assessment & Reporting Coordinator	from: Term 1 to: Term 2	Moderated assessment of student learning	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Internal staff Learning Specialist External consultants SPA consultant	On-site
Respectful Relationships - Partnership school Professional Development/workshops	Team Leader(s) Wellbeing Team	from: Term 2 to: Term 4	Preparation Formalised PLC/PLTs	Formal School Meeting / Internal Professional Learning Sessions	Departmental resources SWPBS resources	On-site

Whole staff professional development on using Compass Chronicle to track and monitor students	Wellbeing Team	from: Term 1 to: Term 2	Preparation	Formal School Meeting / Internal Professional Learning Sessions	Internal staff	On-site
Staff to undertake Professional Development-PYP with a focus on a transdisciplinary, inquiry-based approach	All Staff Assistant Principal Learning Specialist(s)	from: Term 1 to: Term 4	Curriculum development	Whole School Pupil Free Day Formal School Meeting / Internal Professional Learning Sessions	Learning Specialist External consultants IB workshop leader	On-site
Establish a student 'check in' system at each level using the Zone of Regulations (ZoR) and Circle Time	Leading Teacher(s) Wellbeing Team	from: Term 1 to: Term 2	Formalised PLC/PLTs Individualised Reflection Student voice, including input and feedback	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Internal staff	On-site
Implement digital portfolios and investigate their potential to use for continuous reporting	Assessment & Reporting Coordinator	from: Term 1 to: Term 2	Design of formative assessments Moderated assessment of student learning Formalised PLC/PLTs	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Internal staff Learning Specialist	On-site