

2021 Annual Implementation Plan

For improving student outcomes

Gladstone Park Primary School (5007)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>COVID – 19 had a significant impact on the work that was planned for 2020. Having completed our School Review in 2019, the improvement agenda was clearly spelled out through the FISO Continua of Practice and staff were fully committed to the work ahead. There were strong energy levels for change, particularly for implementing PLC's. Unfortunately, remote learning and COVID restrictions disrupted the momentum. This is clearly evident in the limited movement through the continua in the self-evaluation.</p> <p>However, the school has a solid foundation for further development. Our staff acknowledge and accept that we are all on the improvement journey together. Teachers are becoming increasingly data-literate and work collaboratively to interrogate and use data to identify the gaps in student learning. Students are well-behaved, connected and self-motivated. Teachers have high expectations of student behaviour and maintain consistent approaches.</p>
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	<p>Equity funding has been used very effectively to support a number of school programs and initiatives, including professional learning, collaborative planning, an accelerated learning program, and additional point-of-need support for at risk students.</p>
<p>Considerations for 2021</p>	<p>In the context of the disruption experienced in 2020, the main work in 2021 will need to be around supporting the three System Priorities- Learning Catch-up and Extension, Happy, Active and Healthy Kids and Connected Schools.</p> <p>The work will also need to include the following important elements, which will also support the system priorities:</p> <ul style="list-style-type: none"> • Relaunching and embedding the use of the Inquiry Cycle as a critical PLC tool, • Revitalising the culture of peer observation and feedback to continue to improve practice, • Resetting the expectation in relation to the important role PLCs play in promoting collaborative professionalism, collective efficacy and responsibility.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve reading outcomes for all students
Target 2.1	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN Reading will decrease from 31.3% (average 2016-18) to 25%.
Target 2.2	By 2023 the percentage of students in Year 5 in the top two bands in NAPLAN Reading will be increased from 30% (average 2016-18) to 40%.
Target 2.3	By 2023 the percentage of students performing above level in Teacher Judgement for Reading and Viewing will increase from 38% (average 2016-18) to 45%.

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed an Instructional model consistently across the school
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capability to effectively use the Victorian Curriculum and learning sequences to plan and teach to a student's point of need
Key Improvement Strategy 2.c Evaluating impact on learning	Improve teacher data and assessment literacy
Goal 3	To ensure a guaranteed, viable and inclusive curriculum for all students at GPPS
Target 3.1	By 2023 the percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase from 75% to 85%
Target 3.2	By 2023 the percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase from 76% to 85%
Target 3.3	By 2023 the percentage of positive responses in the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase from 88% to 92%
Key Improvement Strategy 3.a Building practice excellence	To embed the PLC model
Key Improvement Strategy 3.b Curriculum planning and assessment	To build teacher capability to use the Victorian Curriculum effectively

Key Improvement Strategy 3.c Curriculum planning and assessment	To identify and define and embed the essential learnings for all students at GPPS
Goal 4	To enhance student engagement, reduce student absenteeism and strengthen school/parent relationships
Target 4.1	By 2023 the percentage of positive responses in the Student Attitudes to School Survey: student voice and agency section will increase from 70% to 80%
Target 4.2	By 2023 percentage of positive responses in the Staff Opinion Survey: trust in students and parents' section will increase from 68% to 80%
Target 4.3	By 2023 the percentage of students with over 20 days absence will decrease from a three-year average of 27% to 23%
Key Improvement Strategy 4.a Empowering students and building school pride	To increase planning focus on student agency in their learning
Key Improvement Strategy 4.b Parents and carers as partners	To strengthen parent engagement
Key Improvement Strategy 4.c Health and wellbeing	To review and strengthen the school's school attendance strategy

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	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2021...</p> <ul style="list-style-type: none"> The percentage of students making 'at or above age expected growth' from semester 1 to Semester 2 in Reading & Viewing (Teacher Judgement) will be 95% or greater. Student endorsement in the ATOS for the factors- 'Sense of Confidence' and 'Sense of Connectedness' will be above State and Similar Schools. The endorsement percentages of students feeling connected to the school, staff feelings of positivity about school climate and overall parent satisfaction with the school will be at or above 'State'.

To improve reading outcomes for all students	No	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN Reading will decrease from 31.3% (average 2016-18) to 25%.	
		By 2023 the percentage of students in Year 5 in the top two bands in NAPLAN Reading will be increased from 30% (average 2016-18) to 40%.	
		By 2023 the percentage of students performing above level in Teacher Judgement for Reading and Viewing will increase from 38% (average 2016-18) to 45%.	
To ensure a guaranteed, viable and inclusive curriculum for all students at GPPS	Yes	By 2023 the percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase from 75% to 85%	The percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase to 78%.
		By 2023 the percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase from 76% to 85%	The percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase to 85%
		By 2023 the percentage of positive responses in the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase from 88% to 92%	The percentage of positive responses in the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase to 90%

To enhance student engagement, reduce student absenteeism and strengthen school/parent relationships	Yes	By 2023 the percentage of positive responses in the Student Attitudes to School Survey: student voice and agency section will increase from 70% to 80%	In 2021, the student endorsement percentage in the ATOS for the 'Student Voice and Agency' factor will increase to 78%.
		By 2023 percentage of positive responses in the Staff Opinion Survey: trust in students and parents' section will increase from 68% to 80%	In 2021, the percentage endorsement in the Staff Opinion Survey for the 'Trust in Students and Parents' factor will increase to 74%.
		By 2023 the percentage of students with over 20 days absence will decrease from a three-year average of 27% to 23%	In 2021, the percentage of students with over 20 days absence will decrease to a three-year average of 25%.

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>In 2021...</p> <ul style="list-style-type: none"> The percentage of students making 'at or above age expected growth' from semester 1 to Semester 2 in Reading & Viewing (Teacher Judgement) will be 95% or greater. Student endorsement in the ATOS for the factors- 'Sense of Confidence' and 'Sense of Connectedness' will be above State and Similar Schools. The endorsement percentages of students feeling connected to the school, staff feelings of positivity about school climate and overall parent satisfaction with the school will be at or above 'State'.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	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.	
Goal 2	To ensure a guaranteed, viable and inclusive curriculum for all students at GPPS	
12 Month Target 2.1	The percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase to 78%.	
12 Month Target 2.2	The percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase to 85%	
12 Month Target 2.3	The percentage of positive responses in the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	To embed the PLC model	Yes
KIS 2 Curriculum planning and assessment	To build teacher capability to use the Victorian Curriculum effectively	No
KIS 3 Curriculum planning and assessment	To identify and define and embed the essential learnings for all students at GPPS	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>During the last school review, it was determined there was a need for improved curriculum knowledge and understanding of the sequences of learning to inform practice and build teacher capability. It was identified that the segmentation of learning areas was creating increasing complexity of planning and teaching across the school. We also found a need for greater consistency of understanding of the essential learning at GPPS.</p> <p>The self-evaluation against the FISO Continua of Practice identified the need for teachers to get better in their use of student data to tailor their teaching and therefore preference appropriate high- impact teaching strategies. Embedding the PLC model, will help ensure that teachers work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback.</p> <p>With the launch of the PLC Model in 2020, a strong momentum developed during Term1, with significant growth in staff confidence and understanding. Unfortunately, this stalled as a result of staff having to work and plan together in the 'virtual' environment during remote learning. It was extremely difficult to continue any work and professional learning around Inquiry Cycles. In 2021, resetting the expectations in relation to the important role PLCs play in promoting collaborative professionalism, collective efficacy and responsibility is vital to re-harness the enthusiasm.</p>	
Goal 3	To enhance student engagement, reduce student absenteeism and strengthen school/parent relationships	
12 Month Target 3.1	In 2021, the student endorsement percentage in the ATOS for the 'Student Voice and Agency' factor will increase to 78%.	
12 Month Target 3.2	In 2021, the percentage endorsement in the Staff Opinion Survey for the 'Trust in Students and Parents' factor will increase to 74%.	
12 Month Target 3.3	In 2021, the percentage of students with over 20 days absence will decrease to a three-year average of 25%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To increase planning focus on student agency in their learning	Yes
KIS 2 Parents and carers as partners	To strengthen parent engagement	No
KIS 3 Health and wellbeing	To review and strengthen the school's school attendance strategy	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>Evaluation of the FISO Continua of Practice highlights the need for leaders, PLCs and individual teachers to more consistently and proactively involve students in decision-making about curriculum planning and improvement at the class, cohort and whole school levels. In essence, the work in 2021 will need to be about ensuring students feel they belong and that they are seen and have a real voice in their learning at GPPS.</p> <p>The school needs to harness the newly adopted digital technology and the associated skills that were developed during remote learning in order to facilitate increased flexibility for students and provide them greater opportunities to have input into, and take responsibility for their learning.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>In 2021...</p> <ul style="list-style-type: none"> The percentage of students making 'at or above age expected growth' from semester 1 to Semester 2 in Reading & Viewing (Teacher Judgement) will be 95% or greater. Student endorsement in the ATOS for the factors- 'Sense of Confidence' and 'Sense of Connectedness' will be above State and Similar Schools. The endorsement percentages of students feeling connected to the school, staff feelings of positivity about school climate and overall parent satisfaction with the school will be at or above 'State'.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> Continue to build data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support. Embed PLC structure to support teacher collaboration and reflection on strengthening teaching practice. Add Essential Assessments to the School Assessment Schedule as a consistent formative assessment tool. Use PLCs to collaboratively plan units of work with a focus on differentiation. Explore the use of data walls to inform targeted planning. Provide targeted literacy support for identified students through small group tutoring programs. Prioritise time for teachers to discuss and adapt strategies working for individual students.

Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students. • Meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. • Consistently implement the agreed assessment schedule. • Regularly update data walls and provide regular feedback and monitor student progress. • Provide students with the opportunity to work at their level using differentiated resources <p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge. • Be identified and provided with appropriately targeted academic or intervention support in literacy. • Know what their next steps are to progress their learning. <p>Leaders will:</p> <ul style="list-style-type: none"> • Recruit/allocate staff (2.0 EFT) to run small group tutoring program. 			
Success Indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Classroom observations and learning walks • Data walls established and indicating student progress • Differentiated curriculum documents • Data used to identify students for tailored supports • Assessment data and student surveys from intervention groups • Appointment/staffing of tutoring program • Progress against Individual Education Plans 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLCs to conduct a minimum of 2 literacy based inquiry cycles throughout the year.	<input checked="" type="checkbox"/> PLC Leaders <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
Schedule PLC based professional learning on formative assessment (e.g. Essential Assessments) and collecting, analysing, and responding to data throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Investigate the use of data walls: <ul style="list-style-type: none"> • Explore the research • Visit other schools • Organise professional learning for whole staff 	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish resourcing for tutoring program- staffing (including coordinator), timetabling, and learning spaces.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$140,512.00 <input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with parents/carers to ensure appropriate supports.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan for peer observation and learning walks.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" 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"> • Refine the GPPS Student Wellbeing Policy to reflect a whole school approach to wellbeing in response to the disruption and trauma of 2020. • Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year. • Re-establish routines and strengthen school structures. • Strengthen the approach to monitoring and responding to student wellbeing concerns. • Target counselling for individual students with acute needs. • Strengthen relationships with families of at-risk students.
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • Incorporate trauma informed practices in classes and in planning units of work • Model and are consistent in agreed routines • Integrate social-emotional learning into classroom practice. <p>Students will:</p> <ul style="list-style-type: none"> • Feel supported and engaged in homegroups and contribute to a strong classroom culture. • Receive targeted support in a timely manner, when identified as being at risk. • Have strong relationships with peers. • Experience more success in their classrooms. <p>Leaders will:</p> <ul style="list-style-type: none"> • Will promote a common understanding of the whole school approach to wellbeing within the school community. • Facilitate individualised support for students with acute needs, including regular monitoring and student support group meetings (with parents) where appropriate.
Success Indicators	<ul style="list-style-type: none"> • Observations of changes to classroom practices • Documentation of GPPS Student Wellbeing Policy • Internal and external professional learning attendance and shared readings for staff are documented • Shared PL goals documented in staff PDPs • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. • Teacher reports of student wellbeing concerns • Student IEPs • Student engagement and assessment data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re-establish a Wellbeing Team to have an overview and monitor student and staff wellbeing across the school.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Plan for and schedule professional learning around integrating Social-Emotional Learning in teaching practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Plan for and schedule professional learning around Trauma Informed Practices in classrooms.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review the GPPS Student Wellbeing Policy to reflect a whole school approach to wellbeing in response to the disruption and trauma of 2020. The policy will provide clarity around: <ul style="list-style-type: none"> • Leadership, Teacher, ES and student actions, roles and responsibilities. • First response strategies. • Referral processes. 	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> • Strengthen and embed the school-wide approach to communication with families, incorporating the new ways in which the school connected during remote and flexible learning. • Expand the use of COMPASS to provide regular updates on student learning programs and conduct 'pulse checks' with families. 			

	<ul style="list-style-type: none"> Strengthen and embed digital learning in classes Market the school's upgraded facilities and promote the message that GPPS is a great place to learn. 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> Have strong relationships with students and their families. Be able to regularly connect with the parents and carers of all students. Be confident in integrating digital learning pedagogy <p>Students will:</p> <ul style="list-style-type: none"> Feel connected to their school and have positive attitudes to attendance. <p>Parents/Carers will:</p> <ul style="list-style-type: none"> Feel as though they belong and are welcome. Have access to COMPASS. <p>Leaders will:</p> <ul style="list-style-type: none"> Prioritise time for staff to communicate and build relationships with parents/carers. 			
Success Indicators	<ul style="list-style-type: none"> Whole school surveys (SSS, AToSS & POS) Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks Pulse checks with parents and carers. Student Attendance 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Redevelop the school website, incorporating a greater range of media and inbuilt interactivity.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Plan for PLC's to use COMPASS to provide regular updates on student learning programs.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Identify digital learning tools that were successful during remote learning and how they can continue to be implemented (plan for ongoing professional learning)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Expand and promote community access to the school. E.g. through new digital newsletter, website and school assemblies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to employ an ES attendance officer to track data and follow up with families.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To ensure a guaranteed, viable and inclusive curriculum for all students at GPPS			
12 Month Target 2.1	The percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase to 78%.			
12 Month Target 2.2	The percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase to 85%			
12 Month Target 2.3	The percentage of positive responses in the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase to 90%			
KIS 1 Building practice excellence	To embed the PLC model			
Actions	<ul style="list-style-type: none"> Reset the shared commitment to, and understanding of the pivotal role PLCs play in promoting collaborative professionalism, collective efficacy and responsibility. Re-establish agreed norms and protocols to encourage contribution and reflection in PLC meetings- agendas and minutes, expectations and accountability. 			

	<ul style="list-style-type: none"> • Re-emphasise the use of the Inquiry Cycle as a critical PLC tool. • Renegotiate with the Network PLC Manager to pick up on the disrupted training for PLC leaders. 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • Utilise evidence to 'know' what's going on for their learners and analyse data to test assumptions and perceptions. • Identify desired outcomes/goals/success criteria aligned with the Vic Curriculum and focus their energies to make the greatest impact on learning • Draw on team collaboration, research, collective expertise and classroom observation to accurately pinpoint their teaching. • Undertake 2 Inquiry projects within their PLCs. • Use the PLC Maturity Matrix to identify professional learning goals in their PDP. <p>Leaders will:</p> <ul style="list-style-type: none"> • Establish whole school agreed norms and protocols to encourage contribution and reflection. • Facilitate professional learning for all staff around the FISO improvement cycle. • Model effective feedback processes and facilitate multiple opportunities for regular feedback throughout the school. • Facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching. • Ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams. <p>Students will:</p> <ul style="list-style-type: none"> • Co-construct personal learning goals. • Participate in differentiated learning activities that meet their individual needs. • Provide regular feedback to teachers and peers. • Contribute to shaping the curriculum and learning activities. 			
Success Indicators	<ul style="list-style-type: none"> • Percentage of teachers reporting positively against 'Collective Efficacy' and 'Collective Responsibility' survey items in the School Staff Survey. • PLC Maturity Matrix to show progress • Team Planning Documents to show changes in approach to planning and differentiated learning activities based on specific needs and explicit use of data. • Percentage of positive responses in ATOS to the factor- 'Effective Teaching Practice for Cognitive Engagement'. • Students' individual learning goals. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Re-establish agreed whole school norms and protocols to encourage positive contribution, participation and accountability within PLCs.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Use the PLC Maturity Matrix to reflect on and monitor PLC effectiveness (Term1 and 3).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan for Hume Network PLC Manager to resume the training for recently appointed PLC leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Plan for 'refresher' professional learning around 'the Inquiry Cycle'	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the school's 'Inquiry Cycle Overview' to ensure consistency with the FISO Improvement Cycle.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in the Hume Principal Network COP- 'PLC's in Primary Schools'.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To enhance student engagement, reduce student absenteeism and strengthen school/parent relationships
12 Month Target 3.1	In 2021, the student endorsement percentage in the ATOS for the 'Student Voice and Agency' factor will increase to 78%.
12 Month Target 3.2	In 2021, the percentage endorsement in the Staff Opinion Survey for the 'Trust in Students and Parents' factor will increase to 74%.
12 Month Target 3.3	In 2021, the percentage of students with over 20 days absence will decrease to a three-year average of 25%.
KIS 1 Empowering students and building school pride	To increase planning focus on student agency in their learning
Actions	<ul style="list-style-type: none"> • Support students to become self-regulating learners by co-constructing and explicitly teaching them how to set rich learning goals and targets (aligned with the Victorian Curriculum essential learnings). • Build the capacity of students as leaders of their own learning by providing explicit learning intentions and success criteria or exemplars to support self-assessment. • Strengthen and embed digital learning in classes • Encourage students to have input into how and what they learn. • Ensure reflection and student feedback is an element of every lesson. • Refine our shared definition of 'Learner Agency' and 'Student Voice' and articulate what this looks like at GPPS.
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • Build a student-centred learning environment in all learning areas • Provide explicit feedback to students on the work that students do. • Incorporate elements of student choice and feedback in all units of work. • Co-construct rich learning goals with their students. • Specifically teach metacognition strategies. • Encourage student input into planning sessions. • Use technology to facilitate greater student input <p>Leaders will:</p> <ul style="list-style-type: none"> • Sustain a focus on enabling student voice and agency through coaching, modelling, observation and feedback. <p>Students will:</p>

	<ul style="list-style-type: none"> • Provide regular feedback to teachers and peers • Respect and value the views of others and feel their own views are respected and valued in turn. • Set rich learning tasks. • Feel confident that their teacher understands how they learn. 			
Success Indicators	<ul style="list-style-type: none"> • Percentage of students reporting positively in the 'Student Voice and Agency' section of the Student Attitudes to School Survey. • Student goals established consistently across the school. • Planning documents show evidence of student voice in decision making, curriculum planning and regular feedback to and from students. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Classroom teachers provide regular opportunities for students to provide feedback.	<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
PLCs will develop Goal Setting strategies for that are consistent within each team.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Regularly involve Years 3 - 6 students in team planning in years in 3-6.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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

<p>Identify digital learning tools that were successful during remote learning and how they can be used to facilitate greater student agency in their learning.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$38,500.00	\$38,500.00
Additional Equity funding	\$360,000.00	\$323,120.00
Grand Total	\$398,500.00	\$361,620.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule PLC based professional learning on formative assessment (e.g. Essential Assessments) and collecting, analysing, and responding to data throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Investigate the use of data walls: <ul style="list-style-type: none"> Explore the research Visit other schools Organise professional learning for whole staff 	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Plan for peer observation and learning walks.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Re-establish a Wellbeing Team to have an overview and monitor student and staff wellbeing across the school.	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00

	to: Term 4			
Plan for and schedule professional learning around integrating Social-Emotional Learning in teaching practice.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Support services	\$2,000.00	\$2,000.00
Plan for and schedule professional learning around Trauma Informed Practices in classrooms.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Support services	\$2,000.00	\$2,000.00
Review the GPPS Student Wellbeing Policy to reflect a whole school approach to wellbeing in response to the disruption and trauma of 2020. The policy will provide clarity around: <ul style="list-style-type: none"> • Leadership, Teacher, ES and student actions, roles and responsibilities. • First response strategies. • Referral processes. 	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Support services	\$500.00	\$500.00
Continue to employ an ES attendance officer to track data and follow up with families.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,000.00	\$8,000.00
Plan for Hume Network PLC Manager to resume the training for recently appointed PLC leaders.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Totals			\$38,500.00	\$38,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Additional School Based Psyche Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$80,000.00	\$75,000.00
Additional School Based Speech Therapy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$35,000.00	\$35,000.00
Excel Program (Literacy & Numeracy Extension)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$65,000.00	\$54,000.00
Language Support Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$70,000.00	\$65,000.00
Additional IT Support for Student Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets	\$80,000.00	\$64,120.00
Equity Funding for Bookpacks and Student Supplies	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$30,000.00
Totals			\$360,000.00	\$323,120.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLCs to conduct a minimum of 2 literacy based inquiry cycles throughout the year.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule PLC based professional learning on formative assessment (e.g. Essential Assessments) and collecting, analysing, and responding to data throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Investigate the use of data walls: <ul style="list-style-type: none"> • Explore the research • Visit other schools • Organise professional learning for whole staff 	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site school visits
Plan for peer observation and learning walks.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	to: Term 3	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Plan for and schedule professional learning around integrating Social-Emotional Learning in teaching practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants School psyche	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning around Trauma Informed Practices in classrooms.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants School Psyche	<input checked="" type="checkbox"/> On-site
Identify digital learning tools that were successful during remote learning and how they can continue to be implemented (plan for ongoing professional learning)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Re-establish agreed whole school norms and protocols to encourage positive contribution, participation and accountability within PLCs.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use the PLC Maturity Matrix to reflect on and monitor PLC effectiveness (Term1 and 3).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Plan for Hume Network PLC Manager to resume the training for recently appointed PLC leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Plan for 'refresher' professional learning around 'the Inquiry Cycle'	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participate in the Hume Principal Network COP- 'PLC's in Primary Schools'.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Hume Principal Network

PLCs will develop Goal Setting strategies for that are consistent within each team.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify digital learning tools that were successful during remote learning and how they can be used to facilitate greater student agency in their learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site