

2020 Annual Implementation Plan

for improving student outcomes

Manifold Heights Primary School (4224)



Submitted for review by Peta Mundine (School Principal) on 18 December, 2019 at 03:04 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 19 December, 2019 at 09:45 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

Manifold Heights Primary School (4224)

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

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

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

Enter your reflective comments	Staff auditing has indicated positive trends towards higher levels of the FISO continua. An analysis of the statements at each level provides clarity for the next level of work for teams and the whole staff as a learning community.
Considerations for 2020	Progress has been made in some areas of FSIO self audit. Identification of on going strategic evaluation into processes across the school is required.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>																																	
<p>Target 1.1</p>	<p>Learning growth targets</p> <ul style="list-style-type: none"> • Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment continuum/schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • 25 per cent or more of students making high relative gain. • 25 per cent or less of students making low relative gain. • Extension targets (for extending students already performing above expected standards): • <u>increases based on a ten per cent increase in percentages of Year P-6 students receiving A and B grades on individual English language modes/Mathematics Strands (teacher judgements):</u> <table border="1" data-bbox="703 791 1541 1010"> <thead> <tr> <th>English language mode/Mathematics Strand</th> <th>Average % 2014-2016</th> <th>10% increase (=Average*1.1)</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>49%</td> </tr> <tr> <td>Speaking and Listening</td> <td>37%</td> <td>41%</td> </tr> <tr> <td>Measurement & geometry</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Number & algebra</td> <td>47%</td> <td>51%</td> </tr> <tr> <td>Statistics & probability</td> <td>35%</td> <td>39%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy based on the average of the past three years' proportions • <u>For example, 10 per cent increase in percentages of Year 5 students in the top two NAPLAN Bands:</u> <table border="1" data-bbox="703 1225 1447 1342"> <thead> <tr> <th>NAPLAN dimension</th> <th>Average % 2014-2016</th> <th>10% increase (=Average*1.1)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>32%</td> </tr> </tbody> </table>	English language mode/Mathematics Strand	Average % 2014-2016	10% increase (=Average*1.1)	Reading and Viewing	54%	60%	Writing	45%	49%	Speaking and Listening	37%	41%	Measurement & geometry	38%	41%	Number & algebra	47%	51%	Statistics & probability	35%	39%	NAPLAN dimension	Average % 2014-2016	10% increase (=Average*1.1)	Reading	39%	42%	Writing	21%	23%	Numeracy	29%	32%
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	Zero percent of Year 3 and 5 students at or below the National Minimum Standards (bottom two NAPLAN Bands).
Key Improvement Strategy 1.a Building practice excellence	Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms - with a particular emphasis in literacy and numeracy lessons.
Key Improvement Strategy 1.b Building practice excellence	Continue to use PLC's, PLT's and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.
Key Improvement Strategy 1.c Building practice excellence	Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model. Developing the capabilities of all members of staff and also within the student cohort.
Key Improvement Strategy 1.d Building practice excellence	Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses, ...)
Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.
Target 2.1	<ul style="list-style-type: none"> • Measures identified in the new student Attitudes to School Survey related to the Effective teaching practice for cognitive engagement, Teacher-student relations, and Learner characteristics, disposition, and social engagement domains. <ul style="list-style-type: none"> • to attain eighty-five per cent or greater positive responses to the measures of (Learner characteristics and disposition domains) <ul style="list-style-type: none"> ▪ stimulated learning, ▪ learning confidence, ▪ motivation and interest, ▪ self-regulation and goal setting • to attain eighty per cent or greater positive responses to the measures of (Social engagement domain

	<ul style="list-style-type: none"> ▪ Student Voice and Agency (66% in 2017 survey)
Key Improvement Strategy 2.a Empowering students and building school pride	Activate student voice, leadership and agency in own learning (FISO essential element #4).
Goal 3	Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.
Target 3.1	<ul style="list-style-type: none"> • Measures have been identified in the new student Attitudes to School Survey related to the student safety and experience of bullying domains, benchmarks and establish appropriate targets. The Advocate at school factor agreement response at ninety per cent or more. Benchmarks and targets in Student Safety domain established as maintaining.
Key Improvement Strategy 3.a Health and wellbeing	Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																					
<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>	<p>Yes</p>	<p>Learning growth targets</p> <ul style="list-style-type: none"> • Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment continuum/schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • 25 per cent or more of students making high relative gain. • 25 per cent or less of students making low relative gain. • Extension targets (for extending students already performing above expected standards): • <u>increases based on a ten per cent increase in percentages of Year P-6 students receiving A and B grades on individual English language modes/Mathematics Strands (teacher judgements):</u> <table border="1" data-bbox="824 1114 1585 1337"> <thead> <tr> <th><u>English language mode/Mathematics Strand</u></th> <th><u>Average % 2014-2016</u></th> <th><u>10% increase (=Average*1.1)</u></th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>49%</td> </tr> <tr> <td>Speaking and Listening</td> <td>37%</td> <td>41%</td> </tr> <tr> <td>Measurement & geometry</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Number & algebra</td> <td>47%</td> <td>51%</td> </tr> <tr> <td>Statistics & probability</td> <td>35%</td> <td>39%</td> </tr> </tbody> </table>	<u>English language mode/Mathematics Strand</u>	<u>Average % 2014-2016</u>	<u>10% increase (=Average*1.1)</u>	Reading and Viewing	54%	60%	Writing	45%	49%	Speaking and Listening	37%	41%	Measurement & geometry	38%	41%	Number & algebra	47%	51%	Statistics & probability	35%	39%	<p>To improve the percentage of students achieving in the top two bands of NAPLAN in English and Numeracy in Year 3 and Year 5 by 5% in 2020 compared to 2019 results.</p>
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<p>Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.</p>	<p>Yes</p>	<ul style="list-style-type: none"> Measures have been identified in the new student Attitudes to School Survey related to the student safety and experience of bullying domains, benchmarks and establish appropriate targets. The Advocate at school factor agreement response at ninety per cent or more. Benchmarks and targets in Student Safety domain established as maintaining. 	<p>In the Attitudes to School Survey achieve 90% or greater in positive response in Grade 4,5 and 6 to the measure of: Advocate at School (2018 = 87% and 2019=87%)</p> <p>Overall target to achieve 80% for Managing Bullying (2018 = 75% and 2019 = 78%)</p> <p>Target to reduce (improving) to 15% Experience of bullying (2018 = 19% and 2019 = 48%) Over the period from 2017 to 2019 there has been a 4.5 improvement in percentage points. This is to be maintained and improved.</p>

<p>Goal 1</p>	<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>	
<p>12 Month Target 1.1</p>	<p>To improve the percentage of students achieving in the top two bands of NAPLAN in English and Numeracy in Year 3 and Year 5 by 5% in 2020 compared to 2019 results.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>

KIS 1 Building practice excellence	Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms - with a particular emphasis in literacy and numeracy lessons.	Yes
KIS 2 Building practice excellence	Continue to use PLC's, PLT's and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.	Yes
KIS 3 Building practice excellence	Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model. Developing the capabilities of all members of staff and also within the student cohort.	No
KIS 4 Building practice excellence	Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses, ...)	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>Data particularly NAPLAN continues to show results to be lower than when compared to Similar Schools, especially in Writing and Numeracy.</p> <p>We believe relative learning growth between Year 3 and 5 can be maintained and lifted.</p> <p>Improving our teaching and learning strategies, our assessment processes and data analysis will make planning more precisely aligned to our student needs.</p> <p>If we partner this with improved teaching practices (HITS) and enhanced student agency, we should gain overall improvement in Literacy and Numeracy outcomes.</p>	
Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.	
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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>Data indicates that students are maintaining % score responses in the 70%-80% range over the past two years in:</p> <table border="0"> <tr> <td>Stimulated Learning</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>Learning Confidence</td> <td>81%</td> <td>70%</td> </tr> <tr> <td>Motivation and Interest</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>Self-Regulation and Goal Setting</td> <td>85%</td> <td>80%</td> </tr> </table> <p>Results that need to be improved are in the areas:</p> <ul style="list-style-type: none"> - Student Voice and Agency is in a lower % range with % scores at 64% and 65% - School Connectedness (Sense of belonging) and Student Voice and Agency for Grade Four Males specifically in eg My teachers provides Questions that challenge my thinking, Teacher explains things clearly, My teacher understands how I learn, I can talk to my teacher if something is worrying me - School Connectedness (Sense of belonging)and Student Voice and Agency for Grade Five Females specifically in Teacher explains things clearly, My teacher understands how I learn, I can talk to my teacher if something is worrying me <p>The parent survey indicates a positive trend in Connectedness to School with 2019 seeing 80% of our students felt connected to school.</p> <p>Engaging parents in understanding and contributing to student learning is essential particularly with the 1:1 devices used in classroom learning.</p>	Stimulated Learning	73%	73%	Learning Confidence	81%	70%	Motivation and Interest	79%	80%	Self-Regulation and Goal Setting	85%	80%	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).	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.

Being able to build upon excellent work already embedded in the yearly routines of our school will enhance student resilience, confidence and engagement in positive behaviours.
Data indicates that Grade 5 girls (more so than others) are experiencing higher levels of being teased, called names and being excluded as well as spreading of rumours via social media.
Staff and students work towards developing growth mindsets of students in the positive behaviours of self reflection, taking action to make change and acceptance of responsibility for their actions and decisions, will provide opportunity for improved student voice and agency.

Define Actions, Outcomes and Activities

Goal 1	-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.
12 Month Target 1.1	To improve the percentage of students achieving in the top two bands of NAPLAN in English and Numeracy in Year 3 and Year 5 by 5% in 2020 compared to 2019 results.
KIS 1 Building practice excellence	Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms - with a particular emphasis in literacy and numeracy lessons.
Actions	<p>Enhance and monitor a whole school approach to encoding and decoding through</p> <ul style="list-style-type: none"> a) Literacy Tool Kit used to implement models of reading and writing eg: close reading, reciprocal, guided reading, writing, handwriting with a particular emphasis on reading comprehension strategies. b) Scope and Sequence Ron Yoshimoto Prep -4 which includes planning for and daily implementation – syllable rules, use of daily cards, spelling rules, kin-aesthetic activities, phonological awareness, morphological awareness and phonology awareness. c) VCOP Program continued as a focus to improve Writing. Implement the revised Success Criterion for Students to track student progress and explore other writing programs eg: 6+1 Traits to further extend writing skills. d) Develop teacher capacity to interpret and analyse data sets and implement student learning at an individual and cohort level (eg: Bastow Literacy Data, Assessment and Practice Primary). <p>To enhance and monitor a whole school approach to embedding the proficiencies within the numeracy planners and lessons through</p> <ul style="list-style-type: none"> a) Primary Maths Specialists (PMS) to lead development of proficiency strands in Maths through PD and coaching using lesson study method. b) Develop student goals, moderation and teaching foci based on data from MOI/On Demand/ Essential Assessment/NAPLAN. c) Strengthen home/school links with a focus on Mathletics and support of maths learning at home.

<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> Improve their decoding and language comprehension skills . Improve their spelling and writing skills. Use speech to text apps on ipads. Improve learning growth measured by a range of assessments, Be able to articulate their personal learning goals for maths. Describe problem solving strategies and mathematical thinking and reasoning. for a task. Discuss strategies used to achieve maths goals. Use self and peer assessments to track learning goals. Describe how feedback from teachers helps learning <p>Teachers will:</p> <ul style="list-style-type: none"> Use online portal and toolkit to support literacy strategies. Dedicate two hours of daily Literacy. Use VCOP and handwriting in term planning. Use VCOP and Student Checklists /Teacher Assessment to establish student goals in writing and moderation. Use strategies to meet point of need of student's data set from a range of assessment tools. Use planning documents for P-2 that reflect Scope and Sequence by Ron Yoshimoto. Implement daily Phonological awareness for P-2 Build teacher capacity to plan and teach mathematics across all proficiencies. Engage in relevant and provided Professional Readings. Implement actions from the Numeracy 2020 Action Plan to achieve Numeracy PLC goals. Use Essential Assessment/MOI/On Demand to set individual, targeted learning tasks and assessments. Use student learning data from a range of sources to effectively plan teaching program. <p>Leaders will:</p> <ul style="list-style-type: none"> Provide regular professional learning and plans for whole school implementation. Provide professional learning with a focus on building teacher capacity in encoding and decoding, reading and writing Monitor the G&V documentation in planning documents. Audit and purchase maths resources Assist teachers to implement actions to achieve Numeracy PLC goals Build teacher knowledge and capacity through classroom coaching/lesson study of Numeracy. Monitor assessment is completed for data collection, analysis and moderation. Provide Information sessions

Success Indicators	<p>Two hour Literacy Block per day implemented. Scope and sequence for morphology and phonology based on Ron Yoshimoto S&C actioned. VCOP and Student Checklists completed. Reading strategies developed and documented. Teachers have identified student's point of need and teaching focus through data analysis and planning. Teacher judgement in Writing, Reading and Grammar and Punctuation to be maintained and improved.</p> <p>Increase the percentage (5%) of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in both Reading and Writing. Data from the MOI/On Demand/ Essential Assessment assessments as per the PMS program. Teacher judgement in Number to be maintained and improved. Increase the percentage (5%) of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Numeracy.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Literacy team will develop a Literacy Action Plan to guide the implementation, monitoring and evaluation of Literacy in 2020.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To continue to implement and develop Ron Yoshimoto's strategies for encoding and decoding with an emphasis on morphological awareness and phonology awareness.	<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
Implement the Literacy Toolkit strategies to embed key reading and writing strategies for comprehension and writing.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>The Numeracy team will develop a Numeracy Action Plan to guide the implementation, monitoring and evaluation of Numeracy in 2020.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Implement the Numeracy Toolkit strategies to embed key mathematical strategies in the daily Numeracy lesson.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <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>Implementation of the Primary Maths Specialist professional learning to further develop teacher practice.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <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
KIS 2 Building practice excellence	Continue to use PLC's, PLT's and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.			
Actions	<p>Learning Specialist to guide and develop teacher knowledge and capacity to work as effective teams, utilising a PLC Inquiry Cycle to improve Numeracy and Literacy outcomes through collaborative planning and assessment practices, including moderation.</p> <p>Continue to build relationships and teaching and learning interchanges with colleagues beyond the immediate school setting, through established CoP links with Herne Hill PS and Rollins PS.</p> <p>Learning Specialist and PLC Leaders will mentor and monitor staff /PLCs in High Impact Teaching Strategies - (but not limited to) giving and receiving of feedback, questioning, goal setting.</p>			

Outcomes	<p>Students will: Improved student outcomes in literacy and numeracy. Improved attitude towards literacy and numeracy learning (ATS).</p> <p>Teachers will: Improve capacity of teachers through PLC's to moderate using three data sources (triangulation). Work with students and teachers to develop learning goals / student voice and further HITS strategies. Link and share with teachers beyond the immediate school environment. Improve teacher capacity to develop from data informed individual interventions/learning goals for students. Link Literacy, Numeracy and ICT to the improvement cycle in PLC and present at staff meetings termly.</p> <p>Leaders will: Improved capacity as leaders of PLC leaders in leading effective PLC's. Support colleagues within PLC meetings to plan using gradual release method of ' I do, We do, You do' and ensure planning is targeted to student needs as informed by data.</p>			
Success Indicators	<p>Data collection and analysis Observation of teaching practice and modified teaching documents. Meeting minutes shared with whole school, * An increased rating from Embedding to moving towards Excelling (FISO 1 Excellence in Teaching and Learning, Building Practice Excellence & Curriculum Planning and Assessment). • An increased rating from Embedding to moving towards Excelling (FISO 2 Professional Leadership, Building Leadership Teams & Instructional and Shared Leadership).</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Staff to use and engage in improving a problem of practice within their PLC/PLT using the improvement cycle linked to Literacy, Numeracy and ICT. Staff to present at staff meeting each term.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used

Data collected in Literacy and Numeracy in accordance with the assessment Schedule for analysis and moderation of student learning for cohort groups and whole school tracking.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Developing middle level leaders to support high functioning Professional Learning Communities to support achievement of AIP targets.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.			
12 Month Target 2.1	In the Student Attitudes to school Survey, to achieve 85% or greater in Grade 4, 5, and 6 to measures of Stimulated Learning (2018 = 73% and 2019 = 73%) Learning Confidence (2018 = 81% and 2019= 70%) Motivation and Interest (2018 =79% and 2019 = 80%) Self regulation and goal setting (2018 = 85% and 2019 = 80%) Overall target to achieve 70% for Student Voice and Agency (2018 = 64% and 2019 = 65%)			
KIS 1 Empowering students and building school pride	Activate student voice, leadership and agency in own learning (FISO essential element #4).			

<p>Actions</p>	<p>Teachers will adopt teaching strategies that actively engage students and provide opportunities for student Voice and Agency in their learning choices.</p> <p>Voice: To develop students' ability to give feedback (peer to peer and student to teacher) and to build teachers' capacity to collect and respond to feedback.</p> <p>Agency: To explore opportunities for student choice in their learning and assessment.</p> <p>Engage parents in understanding and contributing to their students learning through Parent information sessions for ICT support to students. Information sessions/evenings offered which will focus on linking Team arrangements and routines, Curriculum and Well being matters. Leading Teacher will work with Leadership in coordinating termly actions with other Instructional Leaders, aligned to supporting achievement of AIP targets.</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> Students can articulate what a good learner is. Co-create goals with their teachers and articulate these to their parents and carers. Can articulate what they are learning, why and how they will know they are succeeding. Provide feedback to peers, self and teachers. Provide feedback on curriculum and pedagogy. Display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn. Have a growth mindset and believe they can learn, and build their knowledge and skills, through effort. <p>Teachers will:</p> <ul style="list-style-type: none"> Explicitly teach students the skills to give and receive feedback from each other (peer to peer feedback). Explicitly teach 'What is a good learner?' Have a differentiated approach to teaching that provides challenge for all. Provide opportunities for parents to take part in the learning process through open afternoons and learning showcases. Engage parents with Seesaw/Compass/Freshgrade to access and understand their child's learning goals and progress. Use data to inform their teaching and collaborate with students to set personal learning goals. Explore opportunities for student choice in learning and assessment.

	<p>Plan purposeful and authentic strategies to collect and respond to feedback from students.</p> <p>Leaders will: Lead discussions with staff, students and parents; and in particular facilitate Student Forums exploring avenues to share opinions. Use assemblies and share newsletter articles on the concepts of student voice and agency. Provide PD around feedback and challenge. Continue to engage parents with Seesaw/Compass/Freshgrade to access and understand their child's learning goals and progress. Include families and students in decision making and enhancing the feeling of inclusion and to school connectedness. Develop increased parent confidence in helping children at school and at home.</p>			
Success Indicators	<p>Improved Student Attitudes to School Survey measures for Student Voice and Agency. Improved Parent Opinion Survey measures for Student Agency and Voice and Confidence and Resilience. High parent and carer attendance records at events during and beyond school hours. eg Information nights, transition nights, ICT information nights. Collection of and subsequent actioning of feedback from students and parents about the varied communication strategies.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assessment schedule implemented and development of agreed moderation process. Regular moderation sessions timetabled into whole school PD schedule and also into team meeting time.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor and seek frequent student feedback around student engagement, student voice and student agency through student reflections, student surveys and asking students during Student forum	<input checked="" type="checkbox"/> All Staff <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

Collaboratively set student learning goals in Literacy and Numeracy and develop student understandings of "What a good learner looks like" and document teacher strategies.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to provide professional learning to establish a common understand of the difference between student voice and student agency and strategies to best develop these with reference to the 'DET Amplify' document. Targeted professional learning and around HITS that promote learner agency (Questioning, Feedback, Goal setting)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To further develop a communication strategies so families can access and provide information/feedback about the school and/or their children in multiple ways including 1. Compass 2. Website 3. Fresh Grade/SeeSaw 4. Informal meetings with staff - including Family BBQ night 6. Formal meetings/SSGs with staff 7. Letters home.phone calls, emails by staff to families communicating positive feedback 8. Google forms and other surveys 9. Information sessions for parents specifically targeting ICT in the classroom and cyber safety.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.			
12 Month Target 3.1	In the Attitudes to School Survey achieve 90% or greater in positive response in Grade 4,5 and 6 to the measure of: Advocate at School (2018 = 87% and 2019=87%) Overall target to achieve 80% for Managing Bullying (2018 = 75% and 2019 = 78%)			

	<p>Target to reduce (improving) to 15% Experience of bullying (2018 = 19% and 2019 = 48%) Over the period from 2017 to 2019 there has been a 4.5 improvement in percentage points. This is to be maintained and improved.</p>
<p>KIS 1 Health and wellbeing</p>	<p>Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).</p>
<p>Actions</p>	<p>Consistent language and follow up from all staff in supporting school wide positive behaviour arrangements. Students can discuss and demonstrate the expected behaviours outlined in the school behaviour matrix. Teachers and parents understand the behaviour management processes and practices across the school, especially for Tier 2 and Tier 3 students</p>
<p>Outcomes</p>	<p>Students will: Adhere to the SWPBS matrix. Participate in explicit teachings of the SWPBS matrix. Participate in learning that reinforces school values and their connectedness to expectations.</p> <p>Teachers will: Build upon the SWPBS structure with an emphasis on embedding weekly foci from matrix into weekly lessons. Build upon the SWPBS structure with implementation of Tier 2 and 3 processes and school resources crated and accessed via staff shared drive. Use COMPASS for online student incident reporting and tracking. Embed Mindfulness Program in daily schedules.</p> <p>Leaders will: Support and facilitate the SWPBS and Mindfulness approach to ensure its consistency. Analyse and support the whole school approach to positive reinforcement processes of SWPBS and Mindfulness. In conjunction with the School Chaplain, further develop teacher capacity to implement strategies to respond to student emotional needs. Monitor COMPASS usage for online student incident reporting and tracking system; as used by all staff routinely.</p>
<p>Success Indicators</p>	<p>Success Indicators are in the improvement in Students and teachers opinion survey results.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Regularly refer to Manifold Heights PS SWPBS matrix to teach and reteach expected behaviours and model and deliver SWPBS lesson plans as developed by the SWPBS team	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Respond to inappropriate behaviour using the continuum of procedures and allocate resources for sustainability of SWPBS.	<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
Onsite Chaplain to support school wide positive climate for learning and support students, teachers and families to with strategies to promote positive well being and school connectedness.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$27,000.00	\$27,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$27,000.00	\$27,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
The Literacy team will develop a Literacy Action Plan to guide the implementation, monitoring and evaluation of Literacy in 2020.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$12,000.00	\$12,000.00
To continue to implement and develop Ron Yoshimoto's strategies for encoding and decoding with an emphasis on morphological awareness and phonology awareness.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
The Numeracy team will develop a Numeracy Action Plan to guide the implementation, monitoring and evaluation of Numeracy in 2020.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00

Staff to use and engage in improving a problem of practice within their PLC/PLT using the improvement cycle linked to Literacy, Numeracy and ICT. Staff to present at staff meeting each term.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Developing middle level leaders to support high functioning Professional Learning Communities to support achievement of AIP targets.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Continue to provide professional learning to establish a common understand of the difference between student voice and student agency and strategies to best develop these with reference to the 'DET Amplify' document. Targeted professional learning and around HITS that promote learner agency (Questioning, Feedback, Goal setting)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
To further develop a communication strategies so families can access and provide information/feedback about the school and/or their children in multiple ways including 1. Compass 2. Website 3. Fresh Grade/SeeSaw 4. Informal meetings with staff - including Family BBQ night 6. Formal meetings/SSGs with staff 7. Letters home. phone calls, emails by staff to families communicating positive feedback 8. Google forms and other surveys 9. Information sessions for parents specifically targeting ICT in the classroom and cyber safety.	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

Respond to inappropriate behaviour using the continuum of procedures and allocate resources for sustainability of SWPBS.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$27,000.00	\$27,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Developing middle level leaders to support high functioning Professional Learning Communities to support achievement of AIP targets.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Continue to provide professional learning to establish a common understand of the difference between student voice and student agency and strategies to best develop these with reference to the 'DET Amplify' document. Targeted professional learning and around HITS that promote learner agency (Questioning, Feedback, Goal setting)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site