

2021 Annual Implementation Plan

for improving student outcomes

Coburg West Primary School (3941)



Submitted for review by Mark Colagrande (School Principal) on 17 February, 2021 at 01:56 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 19 February, 2021 at 02:25 PM
Endorsed by Ian Drew (School Council President) on 10 March, 2021 at 01:16 PM

Self-evaluation Summary - 2021

Coburg West Primary School (3941)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling	<p>Throughout 2020, the staff continued to build their use of the FISO Improvement Cycle to drive their work in PLCs. Despite the COVID pandemic forcing teaching and learning to move to online, staff were able to complete PLC inquiries into Maths and Student Engagement. Through PLC, staff were actively engaging in professional dialogue focusing on student data and measuring the impact of their teaching practices.</p> <p>In addition through Professional Learning, staff were able to analyse and utilise data to inform their teaching practices (eg PAT Data analysis, Running Records, Maths and English Online Interviews). The VTLM has been unpacked and implemented via our Guiding Principles, through whole staff Professional Learning and coaching / mentoring. A Peer Observation and Learning Walk process was planned and implementation was initiated, however the pandemic impacted its full delivery.</p>
	Curriculum planning and assessment	Embedding	<p>Staff engage in collaborative teams to plan weekly (PLC and Team), along with a full planning day once a term. Staff use these opportunities to reflect on their planning and modify where appropriate to meet individual / cohort needs to ensure differentiation and collective efficacy. This process is based on data gathered from summative and formative assessments, along with team data analysis and moderation.</p>

	Evidence-based high-impact teaching strategies	Embedding	While COVID has heavily impacted the regular teaching program across CWPS, staff have been engaged in challenging and supportive professional dialogue to enhance student learning by improving practice, with a particular focus on; goal setting, planning documents, providing feedback to students and ensuring multiple exposures to support learning by making links and connections to previous learning. With support and guidance of leadership, staff have worked through their personal PDP's to ensure consistent delivery of the whole school vision and teaching practice.
	Evaluating impact on learning	Embedding moving towards Excelling	In 2020, through the PLC process, teachers have developed their use of data analysis to make more accurate judgements of student achievement. This has lead to more task orientated feedback, supporting students to understand their own learning needs and set appropriate goals. This is evident through reading conferences and goal setting, enabling greater level of engagement and student agency in their own learning. Teachers are more open to receiving feedback from students (PIVOT, Exit tickets, lesson reflections) to reflect upon and improve their own teaching practice. Literacy and Numeracy data are being tracked across the school, enabling staff to easily identify and monitor those students requiring support or extension.

Professional leadership		Building leadership teams	Embedding	<p>Staff have a clear understanding of the connections between the DET Frameworks and Victorian Curriculum and how they align with the school's SSP and AIP, and supported by their team and individual goals as part of their PDP.</p> <p>PLCs understand that their Inquiry Cycles are defined by and contribute to, the achievement of our targeted goals in both the CWPS's SSP and AIP.</p> <p>Staff are supported by and willingly contribute to, a distributive leadership model, enabling the skill development of the middle level leaders. This is evident through the work of all staff in Teams, PLCs, Curriculum Committees and Working Parties.</p>
		Instructional and shared leadership	Excelling	<p>Leadership have a shared understanding of pedagogical practice, this is evidence based and articulated through our VTLM (Guiding Principles).</p> <p>Professional Learning (PL) constantly makes visible connections to the SSP and AIP priorities. PL is delivered both by internal and external experts and is tailored to school and staff needs based on feedback from staff. Time and resources are allocated to allow staff to work collaboratively in their PLCs to implement consistent practice. All staff have the opportunity to develop and share in leadership roles and responsibilities across the school. There is a culture of support that is initiated via our staff induction and mentoring program.</p>

	Strategic resource management	Embedding moving towards Excelling	The school ensures that SSP and AIP priorities are supported with sufficient budget allocations, for example the Literacy and Numeracy Leaders provide support and mentoring across the school. Program budgets are utilize to ensure resources and materials are adequately stocked and replenished to maintain effective delivery of programs. Funds and time are available for staff to engage in PL which supports their development as teachers and future leaders. The school's induction and mentoring process provides further supports and ensures new staff are aware of whole processes and approaches.
	Vision, values and culture	Embedding	The school works toward fulfilling our shared vision. The values are embodied through our developing SWPBs program and communicated across the whole school community. This shared culture is developed collaboratively with ongoing feedback to ensure collective efficacy. Staff monitor their PDP goals to ensure they are contributing to the achievement of AIP targets which also align to the school's vision and values.

Positive climate for learning		Empowering students and building school pride	Embedding	This year has seen a greater involvement of Student Leadership Group in the presentation of Virtual Assemblies to the community due to COVID lockdowns. Through Remote and Flexible Learning students were able to develop Voice and Agency through choice boards and sharing of their learning and providing feedback to their peers. With the return to onsite Teaching and Learning, to assist with re-engagement, students were encouraged to take part in a wide range of student led activities. Regular meetings are held for student leaders to provide feedback and input into upcoming events, activities and projects.
		Setting expectations and promoting inclusion	Embedding	Teams plan differentiated teaching programs to engage and support all students in their learning. Individual Learning Plans are developed in consultation with parents, to support students with additional needs. Leadership engage with Moreland SSS staff and private providers to support students with PSD and NDIS funding. The school implements such programs as Prep Buddies and SWPBs to encourage inclusion and engagement across the school. Staff are engaged in PL to assist with supporting the learning of ASD students. Resources have been purchased to support students well being and ensure best possible outcomes for inclusion.

	Health and wellbeing	Evolving	<p>The school is implementing the SWPB program and will continue to embed this along with the revised whole school values which were launched this year. The school continues to celebrate students who portray our values, by acknowledging their efforts during whole school assemblies, virtual assemblies and classroom discussions. Teachers incorporate the SWPBs into their Values Planners and reinforce the values through all aspects of school life. Students take part in dedicated wellbeing programs such as Mindfulness, We Thinkers, You Can Do It and Zones of Regulation. Staff have been trained on supporting students with ASD and implemented various modifications and adaptations of classroom programs and routines to be more inclusive. The staff and student wellbeing committees ensure that a range of activities and events are arranged for staff and students to partake in.</p>
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	Intellectual engagement and self-awareness	Evolving moving towards Embedding	<p>Staff are all engaged in the PLC process throughout the year to analyse student data and ensure student growth is at the core of what they do. They are supported by Leadership, School Improvement Team and Professional Learning opportunities to strengthen their ability to analyse data and develop ideas to support and challenge every student (Michael Minas 'Problem Solving: Enabling and Extending Prompts', Reasoning PL.) Unfortunately COVID did not allow the planned PL related to STEM to proceed, it has been rescheduled for 2021. Despite the disruption of COVID, staff were still able to continue their work in supporting students to develop and achieve personal learning goals. Students have been able to share and celebrate their learning and achievements through such things as Virtual Assemblies and class presentations (both via Webex and face to face.)</p>
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Community engagement in learning		Building communities	Evolving	Students have been exposed to talks and presentations by external speakers relating to various curriculum areas (science, maths, sports). Our Community Engagement Working Party have been facilitating a communication program between students and residents of an Aged Care Facility. The whole school participated in our annual Parent Information Evening early this year, which was well attended.
		Global citizenship	Evolving	Progress has been made in the review of our Inquiry Scope and Sequence to ensure that more emphasis is placed on the incorporation of global perspectives, which also aligns to the Vic Curriculum. Our whole school Languages programs promote and encourage cultural awareness and celebration. The Italian Language program have actively maintained a Sister School program to promote and support student learning.
		Networks with schools, services and agencies	Embedding	Leading Teachers actively engage in the regular NET Meetings (English & Maths). Leadership and Grade 5/6 teachers are involved in the HUMA Principal CoP focused on student engagement in mathematics in the middle years (as a SIP). This project will be continuing into 2021. Partnerships with the KESO team continue to support our indigenous students and ensure that funding is effectively utilised to support these students. The Community Engagement Working Party continue to explore avenues to promote and engage with the wider community. The partnership with CraigCare which was established this year is planned to continue into 2021, exploring further interaction once the COVID risk is eliminated.

	Parents and carers as partners	Evolving moving towards Embedding	Throughout 2020, partnerships between home and school have strengthened more than ever. Feedback was welcomed and acted upon with regard to our Remote and Flexible Learning program, ensuring all parties were supported. Clear channels of communication are established (Communication Channels Guide, Compliments, Feedback and Complaints Policy) enabling parents to understand the most appropriate means of communication and line of contact. This also ensured that throughout RFL communications and guidelines between home and school were maintained and successfully supported student learning. Usual methods of communication and interaction were successfully modified to adapt to the unique circumstances (online Parent & Teacher Meetings, Online Prep Parent forums).
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Enter your reflective comments	Despite the disruptions of COVID throughout 2020, the staff, students and community have continued to work towards achieving our AIP and SSP goals and targets. Modifications have been required and some specific data sets will not be available (eg NAPLAN) to measure impact, however the focus has remained on staff and student wellbeing and the collective approach of working toward improving student outcomes.
Considerations for 2021	Due to many actions not being met due to COVID-19 disruptions to regular schooling, they have been rescheduled for the 2021 school year. It was intended to fully embed and develop many actions into classroom practice such as goal setting, reader's notebook, problem solving and conferencing as regular classroom practice in 2020. Work planned on increasing student agency and engaging with the community was not possible without face to face contact and access restrictions. The culture of constant improvement would have been enhanced through a planned peer observation process, which will be further addressed in 2021. Therefore in 2021, we aim to focus on implementing these measures as had been targetted in our 2020 KISs.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal - To achieve high learning growth for every student in Literacy and Numeracy
Target 1.1	<ul style="list-style-type: none"> •Over the life of this cycle, the overall mean score for the School Leadership Module on the School Staff Survey, will remain at or above 80 •By 2020, the number of students achieving High Learning Growth in NAPLAN Numeracy will reach or exceed 25% •By 2020, NAPLAN data will indicate that the Mean Score in all areas will be at or above that of Matched Schools •By the end of this Cycle, a minimum of 20% of students will be achieving A and B grades in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum
Key Improvement Strategy 1.a Evaluating impact on learning	Learning, catch-up and extension priority will be supported and guided by the work of the PLC (ongoing data collection and analysis to differentiate the learning program) and Tutor Program to target individuals identified as needing support or extension.
Key Improvement Strategy 1.b Intellectual engagement and self-awareness	Happy, active and healthy kids priority - Students will be supported to develop a positive mindset and awareness of their individual learning needs by developing and monitoring realistic learning goals with their teacher. Using the school's SWPBs Matrix to develop a clear of understanding of the dispositions required to be a Learner.
Key Improvement Strategy 1.c Parents and carers as partners	Connected schools priority - Ongoing communication between parents and teachers will maintain positive partnerships to support student learning growth.
Goal 2	To achieve high learning growth for every student in Literacy and Numeracy

Target 2.1	<ul style="list-style-type: none"> • Over the life of this cycle, the overall mean score for the School Leadership Module on the School Staff Survey, will remain at or above 80 • By 2020, the number of students achieving High Learning Growth in NAPLAN Numeracy will reach or exceed 25% • By 2020, NAPLAN data will indicate that the Mean Score in all areas will be at or above that of Matched Schools • By the end of this Cycle, a minimum of 20% of students will be achieving A and B grades in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum
Key Improvement Strategy 2.a Building practice excellence	To increase the percentage of students achieving above expected level in Reading & Viewing and Number & Algebra.
Goal 3	To build student voice and agency in learning.
Target 3.1	By 2020, the Students Attitudes to School survey data will indicate that the proportion of positive responses relating to Stimulated Learning, as well as Student Voice and Agency, will be at or above the 75th percentile.
Key Improvement Strategy 3.a Empowering students and building school pride	Build student agency by students setting individual learning goals and self tracking their progress.
Goal 4	To build authentic partnerships between the students, staff, parents and the broader community.
Target 4.1	<ul style="list-style-type: none"> • By 2020, the Parent Opinion Survey will indicate that the Mean Factor Scores for Approachability and General Satisfaction will be at or above School Type • Students' positive responses regarding Stimulated Learning will have increased to at least the 75th percentile as measured by the Attitudes to School Survey, by 2020

	<ul style="list-style-type: none"> • The Student Motivation aspect of the Parent Opinion Survey will also have increased to match School Type • By 2020, the Parent Input element of School Climate will shift to match or exceed the score of same school type, as measured by the Parent Opinion Survey
<p>Key Improvement Strategy 4.a Building communities</p>	<p>Build school pride through the implementation of the School Wide Positive Behaviours Support Program and engage students with stimulated learning.</p>

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 - To achieve high learning growth for every student in Literacy and Numeracy	Yes	<ul style="list-style-type: none"> •Over the life of this cycle, the overall mean score for the School Leadership Module on the School Staff Survey, will remain at or above 80 •By 2020, the number of students achieving High Learning Growth in NAPLAN Numeracy will reach or exceed 25% •By 2020, NAPLAN data will indicate that the Mean Score in all areas will be at or above that of Matched Schools •By the end of this Cycle, a minimum of 20% of students will be achieving A and B grades in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING KIS1a By the end of 2021, a minimum of 35% of students will be working above expected level in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum, using multiple data sets to support these judgements.</p> <p>WELLBEING KIS1b By the end of 2021, Student Attitudes to School Survey will indicate positive responses at or above 75% in the area of Stimulated Learning and at or above 60% in the area of Student Voice & Agency.</p> <p>CONNECTED SCHOOLS KIS1c By the end of 2021, the overall Parent Community Engagement module of the Parent Opinion Survey, will indicate positive responses at or above 70%, with the Teacher Communication Factor increasing to at least 60%.</p>
To achieve high learning growth for every student in Literacy and Numeracy	No	<ul style="list-style-type: none"> • Over the life of this cycle, the overall mean score for the School Leadership Module on the School Staff Survey, will remain at or above 80 	

		<ul style="list-style-type: none"> • By 2020, the number of students achieving High Learning Growth in NAPLAN Numeracy will reach or exceed 25% • By 2020, NAPLAN data will indicate that the Mean Score in all areas will be at or above that of Matched Schools • By the end of this Cycle, a minimum of 20% of students will be achieving A and B grades in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum 	
To build student voice and agency in learning.	No	By 2020, the Students Attitudes to School survey data will indicate that the proportion of positive responses relating to Stimulated Learning, as well as Student Voice and Agency, will be at or above the 75th percentile.	
To build authentic partnerships between the students, staff, parents and the broader community.	No	<ul style="list-style-type: none"> • By 2020, the Parent Opinion Survey will indicate that the Mean Factor Scores for Approachability and General Satisfaction will be at or above School Type • Students' positive responses regarding Stimulated Learning will have increased to at least the 75th percentile as measured by the Attitudes to School Survey, by 2020 • The Student Motivation aspect of the Parent Opinion Survey will also have increased to match School Type 	

		<ul style="list-style-type: none"> By 2020, the Parent Input element of School Climate will shift to match or exceed the score of same school type, as measured by the Parent Opinion Survey 	
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Goal 1	2021 Priorities Goal - To achieve high learning growth for every student in Literacy and Numeracy		
12 Month Target 1.1	<p>LEARNING KIS1a By the end of 2021, a minimum of 35% of students will be working above expected level in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum, using multiple data sets to support these judgements.</p> <p>WELLBEING KIS1b By the end of 2021, Student Attitudes to School Survey will indicate positive responses at or above 75% in the area of Stimulated Learning and at or above 60% in the area of Student Voice & Agency.</p> <p>CONNECTED SCHOOLS KIS1c By the end of 2021, the overall Parent Community Engagement module of the Parent Opinion Survey, will indicate positive responses at or above 70%, with the Teacher Communication Factor increasing to at least 60%.</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority will be supported and guided by the work of the PLC (ongoing data collection and analysis to differentiate the learning program) and Tutor Program to target individuals identified as needing support or extension.		Yes
KIS 2 Intellectual engagement and self-awareness	Happy, active and healthy kids priority - Students will be supported to develop a positive mindset and awareness of their individual learning needs by developing and monitoring realistic learning goals with their teacher. Using the school's SWPBs Matrix to develop a clear of understanding of the dispositions required to be a Learner.		Yes

KIS 3 Parents and carers as partners	Connected schools priority - Ongoing communication between parents and teachers will maintain positive partnerships to support student learning growth.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal - To achieve high learning growth for every student in Literacy and Numeracy
12 Month Target 1.1	<p>LEARNING KIS1a By the end of 2021, a minimum of 35% of students will be working above expected level in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum, using multiple data sets to support these judgements.</p> <p>WELLBEING KIS1b By the end of 2021, Student Attitudes to School Survey will indicate positive responses at or above 75% in the area of Stimulated Learning and at or above 60% in the area of Student Voice & Agency.</p> <p>CONNECTED SCHOOLS KIS1c By the end of 2021, the overall Parent Community Engagement module of the Parent Opinion Survey, will indicate positive responses at or above 70%, with the Teacher Communication Factor increasing to at least 60%.</p>
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority will be supported and guided by the work of the PLC (ongoing data collection and analysis to differentiate the learning program) and Tutor Program to target individuals identified as needing support or extension.
Actions	<p>CWPS will continue to:</p> <ul style="list-style-type: none"> * maintain PLC structures to support teacher collaboration and reflection to strengthen teacher practice * establish targeted support and extension groups for students (tutor program)
Outcomes	<p>LEADERS will:</p> <ul style="list-style-type: none"> * develop staff's capacity to be data literate * introduce/review the school's Instructional Model (VTLM) Guiding Principles * oversee the implementation of the agreed Assessment Schedule <p>STUDENTS will:</p> <ul style="list-style-type: none"> * participate in support or extension groups as required * will engage in assessments as required to support the PLC Inquiry process <p>TEACHERS will:</p> <ul style="list-style-type: none"> * use PLCs to engage in reflective practices, evaluate and plan curriculum assessments and lessons

	<ul style="list-style-type: none"> * use HITS to plan lessons and units, with a focus on Setting Goals and Differentiated Teaching * embed the school's Instructional Model (VTLM) Guiding Principles * consistently implement the agreed Assessment Schedule <p>COMMUNITY will:</p> <ul style="list-style-type: none"> * support their child if identified for an IEP, by reading and following IEPs 			
Success Indicators	<p>CWPS will know they have achieved this by:</p> <ul style="list-style-type: none"> * successfully implementing and resourcing the Tutoring Program * using formative assessment and teacher judgement data to demonstrate High Student Learning Growth * classroom/peer observations and Learning Walks will demonstrate the successful embedding of knowledge gained from Professional Learning * the evidence compiled as part of the PLC Inquiry Cycle * analysing and using student feedback on the effectiveness on teacher instruction (PIVOT, AToSS) * examining students' progress against IEPs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish processes to identify and monitor students requiring individual support and extension through the Tutor Program.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <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
Establish documentation and processes, to then implement regular Learning Walks and Peer Observations.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Establish processes to collect, collate and monitor school wide student assessment data in an electronic format for ease of access by all staff. (Accelerus)	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Use the agreed Assessment Schedule to ensure staff regularly complete and monitor student achievement levels and analyse in PLC Inquiry Cycles.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a whole school PL plan to support the implementation of the school priorities.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct PL in understanding the VTLM and the school's Instructional Model.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Happy, active and healthy kids priority - Students will be supported to develop a positive mindset and awareness of their individual learning needs by developing and monitoring realistic learning goals with their teacher. Using the school's SWPBs Matrix to develop a clear of understanding of the dispositions required to be a Learner.			
Actions	CWPS will: * establish classroom environment that focuses on Voice, Agency and Wellbeing * further embed and develop the SWPBs to maintain a positive school culture			
Outcomes	LEADERS will: * provide regular opportunities for teachers to discuss the utilisation of the SWPB Matrix * support and guide teachers through PL to establish IEP Goals and attend scheduled SSG meetings with parents where required			

	<p>TEACHERS will:</p> <ul style="list-style-type: none"> * ensure every class undertakes a start of year program to establish class norms and learning expectations connected to our SWPB program * ensure they are constantly utilising the SWPB Matrix to model expectations and be consistent in acknowledging and promoting positive behaviours * conduct regular learning conferences with students to monitor and assess their progress toward individual learning goals * conduct scheduled SSG meetings with parents to discuss IEP Goals and progress toward them <p>STUDENTS will:</p> <ul style="list-style-type: none"> * actively participate in a start of year program to establish class norms and learning expectations connected to our SWPB program * build their knowledge and application of the SWPB Matrix to model positive behaviours to create and promote a safe, respectful and caring learning environment for all * develop a clear understanding of their next point of learning need and have the ability to set and monitor realistic learning goals <p>COMMUNITY will:</p> <ul style="list-style-type: none"> * support and reinforce the SWPB Matrix to model positive behaviours to create and promote a safe, respectful and caring learning environment for all * celebrate their children's learning goals as they are achieved throughout the year * attend scheduled SSG meetings with staff to discuss IEP Goals and progress toward them 			
Success Indicators	<p>CWPS will have achieved this when:</p> <ul style="list-style-type: none"> * students consistently demonstrate the Values and the expectations contained within the SWPB Matrix * students are able to talk about their learning goals, their progress and direction for their future learning growth * IEP documentation is completed and centrally stored 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The development of an agreed Learning To Learn (Start Up) program to be implemented by all grades at the start of the school year.	<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

Establishing and developing an acknowledgement system to support the implementation of the SWPBs program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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
Further enhance and develop the use of Individual Learning Goals to support students' understanding of their own learning needs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The CWPS Meeting Schedule will enable regular opportunities for the SWPBs Curriculum Committee to continue implementation of their Action Plan.	<input checked="" type="checkbox"/> Leadership Team <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
Maintaining regular communication and PL relating to SWPBs, via fixed agenda item in every staff meeting.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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
Provide Sensory Support PL with Yakira Abraham to support engagement of ASD students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Connected schools priority - Ongoing communication between parents and teachers will maintain positive partnerships to support student learning growth.			

Actions	<p>CWPS will:</p> <ul style="list-style-type: none"> * strengthen and embed the school wide approach to communication * incorporate new methods of communication that were implemented during RFL 			
Outcomes	<p>LEADERS will:</p> <ul style="list-style-type: none"> * encourage teachers to communicate and build relationships with parents by modelling such behaviours (eg being visible at dismissal time) * encourage parent participation in school programs such as Parent Helpers, CWPS Community Group, Class Parent Representative <p>TEACHERS will:</p> <ul style="list-style-type: none"> * teachers will communicate and build genuine relationships with parents (eg visible at dismissal time, sharing student successes, providing regular feedback) * share students' progress and successes in achieving Individual Learning Goals with parents, via platforms such as Google Classrooms and SeeSaw * encourage parent participation in school programs such as Parent Helpers, CWPS Community Group, Class Parent Representative <p>STUDENTS will:</p> <ul style="list-style-type: none"> * share their progress and successes in achieving Individual Learning Goals with parents, via platforms such as Google Classrooms and SeeSaw <p>COMMUNITY will:</p> <ul style="list-style-type: none"> * work in partnership with teachers to achieve the best outcomes for their children * support and celebrate students' progress and successes in achieving Individual Learning Goals * support the school through their involvement as Parent Helpers, CWPS Community Group members, Class Parent Representatives 			
Success Indicators	<p>CWPS will have achieved this when:</p> <ul style="list-style-type: none"> * collaboration with parents has been prioritised and relationships have been well established * a process has been established in order to share student progress with Individual Learning Goals * the Parent Opinion Survey shows an improvement in these areas 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide training in both the Parent Helpers and Supporting Home Learning programs.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Deliver Parent Information Evening across the school, along with other events to support the connection between home and school, such as Family Maths Problem Solving Night.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <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
Further develop and integrate the use of applications such as Google Classrooms and SeeSaw, to support student and the connection to home learning (sharing of Learning Goal progress).	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$18,295.00	\$18,295.00
Grand Total	\$18,295.00	\$18,295.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding will be absorbed into staffing, to enable ES staff to work additional hours. This will enable them to deliver additional support sessions to students who are not PSD funded.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$18,295.00	\$18,295.00
Totals			\$18,295.00	\$18,295.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Conduct PL in understanding the VTLM and the school's Instructional Model.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Further enhance and develop the use of Individual Learning Goals to support students' understanding of their own learning needs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Individualised 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"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide Sensory Support PL with Yakira Abraham to support engagement of ASD students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Occupational Therapist - Yakira Abraham	<input checked="" type="checkbox"/> On-site