

2021 Annual Implementation Plan

for improving student outcomes

Romsey Primary School (0366)



Submitted for review by Kimberley Nicholls (School Principal) on 23 November, 2020 at 04:44 PM
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 06 January, 2021 at 11:35 AM
Endorsed by Elizabeth McDonell (School Council President) on 07 February, 2021 at 09:20 PM

Self-evaluation Summary - 2021

Romsey Primary School (0366)

	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	Evolving	
	Curriculum planning and assessment	Evolving	
	Evidence-based high-impact teaching strategies	Evolving	
	Evaluating impact on learning	Evolving	
Professional leadership	Building leadership teams	Embedding	
	Instructional and shared leadership	Evolving moving towards Embedding	
	Strategic resource management	Excelling	
	Vision, values and culture	Embedding	
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	
	Intellectual engagement and self-awareness	Evolving moving towards Embedding	
Community engagement in learning	Building communities	Embedding	
	Global citizenship	Emerging	
	Networks with schools, services and agencies	Evolving	
	Parents and carers as partners	Evolving moving towards Embedding	

Enter your reflective comments

Excellence in teaching and learning:
 Evolving: The Instructional model has been introduced across the school, we are still working towards this becoming embedded and becoming consistently used across the school.
 Professional Leadership:
 Embedding: Professional learning continued throughout the COVID-19 remote learning period. Support for all staff. Building a community with parents through a strong values program.

	<p>Positive climate for learning: Evolving: Check in for everyone was a huge push for the school during COVID-19. We modified how we delivered the curriculum during remote learning 2.0</p> <p>Community engagement in learning: Evolving: More parents completed the opinion survey during COVID-19, more parents took part in parent teacher interviews. Webex allowed everyone to participate in PL. Daily communication with parents through home learning.</p>
<p>Considerations for «Year»</p>	<p>Review results to be shared with all staff. Instructional model to become embedded across the school. Learning Walks to continue. Coaching & mentoring of staff to continue. Induction / mentoring of new staff members. Leadership shared across the school. SWPB will continue. Kimocho's to be introduced. ICT to be used across the school (EWOK) We are unsure what the beginning of the year will be in relation to COVID-19.</p>
<p>Documents that support this plan</p>	

SSP Goals Target and KIS

Goal 1	2021 Priorities Goal																																																																																																																																																						
Target 1.1	Support for the 2021 Priorities																																																																																																																																																						
Key Improvement Strategy 1.ay Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority																																																																																																																																																						
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Goal 2	To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.																																																																																																																																																						
Target 2.1	<p>Vic Curriculum</p> <p>1. The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to:</p> <ul style="list-style-type: none"> • 40 % in Reading • 25% in Speaking and Listening • 25% in Writing • 25% Measurement and Geometry • 30% in Number and Algebra • 25% in Statistics and Probability by 2020 <p>Vic Curric: Prep – 6</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Read</th> <th colspan="3">Speaking and Listening</th> <th colspan="3">Writing</th> </tr> <tr> <th></th> <th>A&B</th> <th>C</th> <th>D&E</th> <th>A&B</th> <th>C</th> <th>D&E</th> <th>A&B</th> <th>C</th> <th>D&E</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>40%</td> <td></td> <td></td> <td>25%</td> <td></td> <td></td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td>33%</td> <td>59%</td> <td>8%</td> <td>15%</td> <td>81%</td> <td>4%</td> <td>19%</td> <td>67%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>62%</td> <td>11%</td> </tr> <tr> <td>2016</td> <td>32%</td> <td>57%</td> <td>11%</td> <td>15%</td> <td>78%</td> <td>6%</td> <td>18%</td> <td>67%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td>2017</td> <td>32%</td> <td>54%</td> <td>15%</td> <td>9%</td> <td>83%</td> <td>7%</td> <td>14%</td> <td>72%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td>2018</td> <td>30%</td> <td>58%</td> <td>12%</td> <td>8%</td> <td>82%</td> <td>10%</td> <td>12%</td> <td>74%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>41%</td> <td>48%</td> <td>9%</td> <td>20%</td> <td>72%</td> <td>6%</td> <td>25%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>2019</td> <td>24%</td> <td>51%</td> <td>25%</td> <td>8%</td> <td>80%</td> <td>12%</td> <td>12%</td> <td>34%</td> <td>31%</td> </tr> <tr> <td>State</td> <td>41%</td> <td>49%</td> <td>10%</td> <td>20%</td> <td>74%</td> <td>6%</td> <td>25%</td> <td>61%</td> <td>14%</td> </tr> <tr> <td>2020</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>State</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Read			Speaking and Listening			Writing				A&B	C	D&E	A&B	C	D&E	A&B	C	D&E	2020	40%			25%			25%			2015	33%	59%	8%	15%	81%	4%	19%	67%	14%	State	43%	49%	8%	22%	73%	5%	27%	62%	11%	2016	32%	57%	11%	15%	78%	6%	18%	67%	14%	State	43%	49%	8%	22%	73%	5%	27%	61%	12%	2017	32%	54%	15%	9%	83%	7%	14%	72%	14%	State	43%	49%	8%	22%	73%	5%	27%	61%	12%	2018	30%	58%	12%	8%	82%	10%	12%	74%	14%	State	41%	48%	9%	20%	72%	6%	25%	60%	13%	2019	24%	51%	25%	8%	80%	12%	12%	34%	31%	State	41%	49%	10%	20%	74%	6%	25%	61%	14%	2020										State									
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	Measurement and Geometry			Number and Algebra			Statistics and Probability		
	A&B	C	D&E	A&B	C	D&E	A&B	C	D&E
2020	25%			30%			25%		
2015	17%	77%	6%	24%	69%	8%	11%	84%	5%
State	25%	67%	7%	33%	59%	9%	24%	70%	7%
2016	19%	73%	7%	25%	66%	9%	13%	80%	7%
State	26%	67%	7%	33%	58%	9%	24%	69%	7%
2017	12%	79%	9%	21%	70%	9%	11%	82%	8%
State	26%	67%	7%	33%	58%	9%	24%	69%	7%
2018	9%	83%	8%	19%	72%	10%	9%	83%	9%
State	24%	66%	9%	31%	57%	10%	23%	67%	9%
2019	7%	60%	33%	12%	57%	31%	6%	68%	26%
State	24%	77%	10%	31%	58%	11%	22%	68%	10%
2020									
State									

NAPLAN Goal

- **Increase percentage of students with high relative growth to:**
 - 25 % in Reading
 - 25 % Numeracy
 - 25% in Writing
 - 25% in Spelling **by 2020**

	Numeracy			Reading			Writing			Spelling		
	H	M	L	H	M	L	H	M	L	High	Med	Low
2020	25%			25%			25%			25%		
2016	14%	29%	57%	6%	46%	49%	9%	63%	28%	22%	46%	31%
Sim	23%	52%	25%	23%	51%	25%	22%	51%	28%			
State	24%	50%	26%	25%	50%	25%	24%	50%	26%			
2017	16%			8%			10%			-		
2017	5.6%	55.6%	38.9%	18%	54%	27%	17.6%	50%	32.4%	18%	36%	44%
Sim	21%	52%	27%	25%	52%	23%	20%	52%	28%	No Data available	No Data available	No Data available
State												
2018	To improve			20%			Impvnt to continue			20%		
2018	16%	55%	30%	16%	53%	30%	14%	55%	31%	23%	43%	34%
Sim	19%	59%	22%	19%	53%	28%	17%	54%	29%	22%	41%	38%
State	25%			25%			24%			26%		
2019	21%	52%	28%	27%	47%	27%	25%	50%	25%	20%	53%	27%

Sim	22%	50%	28%	24%	52%	24%	22%	50%	27%	21%	N/A	N/A
State	25%	50%	26%	25%	50%	26%	25%	50%	26%	24%	N/A	N/A
2020												
Sim												
State												

green improved

red no improvement

Key Improvement Strategy 2.ay
Curriculum planning and assessment

Implement school wide, the "Workshop Model" incorporating Gradual Release for Reading.

Key Improvement Strategy 2.by
Curriculum planning and assessment

Develop a school wide Assessment tracking system to identify students learning needs and to inform teaching practice.

Key Improvement Strategy 2.cy
Building practice excellence

Build teacher capacity to use evidence based assessment practices to inform teaching and learning practices across the school.

Goal 3

Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.

Target 3.1

1. To be at or above the state mean in the staff opinion survey in the components of the school climate, professional learning and leadership module.

At or above state mean in School Climate by 2020. SSS	2016	2017	2018	2019	2020
School	57.01	65.44	65.14	68%	
State	79.71	79.53	78.90	76%	
Difference	-22.7	-14.9	-13.76	-8%	

Green indicates achieved

Yellow indicates improvement

At or above state mean in Professional Learning by 2020. SSS	2016	2017	2018	2019	2020
School	57.19	63.48	69.34	75%	
State	79.76	79.66	80.12	75%	
Difference	-22.57	-16.18	-10.78	0%	

Green indicates achieved

Yellow indicates improvement

At or above state mean in Leadership by 2020. SSS	2016	2017	2018	2019	2020
School	46.65	65	65.24	78%	
State	77.54	77.98	78.04	76%	
Difference	-30.89	-12.98	-12.80	+2%	

Green indicates achieved

Yellow indicates improvement

1. To be at or above the state mean in the student attitude to school survey in the teaching and learning variables. (data not available yet)

1. To be at or above the state mean in the parent opinion survey in the excellence in teaching and learning variable.(data not available yet)

Key Improvement Strategy 3.ay
Building practice excellence

Embed the Professional Learning Cycle involving all staff in using evidence to inform the planning of differentiated teaching and learning sequences.

Goal 4

To build the capacity of School Leaders to lead the learning in the school.

Target 4.1

1. To be at or above the state mean in the Staff Opinion Survey in the components of the leadership module.

	2016	2016	Gap	2017	2017	Gap	2018	2018	Gap	2019	2019	Gap	2020	2020	Gap
	State	School		State	School		State	School		State	School		State	School	
Leading change	71.6%	-25.6%	46%	71.9%	-52.6%	19.3%	71%	41%	30%	73%	72%	-1%			
Cultural Leadership	72.3%	9.3%	63%	72.9%	49.1%	23.8%	72%	36%	36%	75%	74%	-1%			
Flexibility	58.9%	12.5%	46.4%	59.6	35.5%	24.1%	59%	32%	27%	62%	59%	-3%			
Intellectual Stimulation	79.9%	31.9%	48%	81.1%	61.8%	19.3%	81%	63%	20%	80%	92%	+12%			
Instructional Leadership	71.4%	19.2%	51.8%	72.9%	42.1%	30.8%	74%	42%	32%	79%	84%	+5%			
Parent and Community Involvement, Engagement and Outreach	78.1%	37%	41.1%	78.3%	65.8%	12.5%	78%	58%	20%	80%	84%	+4%			
Leader's support for change	75.1%	25.9%	49.2%	76%	47.4%	28.6%	74%	49%	25%	76%	78%	+2%			
Visibility	65.2%	25.9%	39.3%	65.5%	47.4%	18.1%	65%	32%	33%	68%	73%	+5%			
Overall % endorsement	71.9%	23.6%	48.3%	72.8%	49.8%	23%	73%	45%	28%	76%	78%	+2%			

Yellow indicates gap is closing.

Orange indicates gap is increasing

Red indicates decrease

Green indicates achieved.

2. To improve in all aspects of the leadership module on the Staff Opinon Survey.

	2016	2017	2018	2019	2020
Leading change	25.6%	52.6%	41%	72%	
Cultural Leadership	9.3%	49.1%	36%	74%	
Flexibility	12.5%	35.5%	32%	59%	
Intellectual Stimulation	31.9%	61.8%	63%	92%	
Instructional Leadership	19.2%	42.1%	42%	84%	
Parent and Community Involvement, Engagement and Outreach	37%	65.8%	58%	84%	
Leader's support for change	25.9%	47.4%	49%	78%	
Visibility	25.9%	47.4%	32%	73%	
Overall % endorsement	23.6%	49.8%	45%	78%	

Green in table indicates achieved

Red indicates decrease

Key Improvement Strategy 4.ay
Building leadership teams

Build a strong distributed leadership team (School Improvement Team SIT) to lead the implementation of the SSP and AIP.

Key Improvement Strategy 4.by
Building leadership teams

Build leadership capacity of all teachers across the school as leaders of learning.

Goal 5

To implement a consistent Romsey based school-wide positive behaviour approach (RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

Target 5.1

1. Improve the measures managing bullying, experience of bullying and promoting positive behaviour in the Safety Domain in the parent opinion survey to be at or above state mean scores.

Parent Data – Safety Domain

% positive results

POS Safety data	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
Managing Bullying	NA	NA		75%		82%	63%	19%		53%				
My child feels safe at school				95%										
Confident in skills to manage bullying	NA	NA		55%										
Experience of Bullying														
My child has been bullied recently at school.	NA	NA		65%										
Promoting Positive Behaviour	NA	NA		93%		89%	83%	6%		76%				
This school has a consistent approach to promoting positive student behaviour.				90%										
Teachers at this school model positive behaviour				95%										

- Green indicates achieved
- Yellow indicates gap is closing
- Orange indicates gap is increasing
- Red indicates decrease

2. Improve the measures of classroom behaviour, school connectedness and student safety in the student attitude to school survey to be at or above state mean scores.

Attitude Schools student data

	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
Classroom behaviour	NA	NA		84%		80%	71%	-9%	80%	90%	+10%			
School connectedness	NA	NA		73%		81%	61%	-20%	81%	74%	-7%			
Student safety														
Advocate at school	NA	NA		89%		88%	84%	4%	88%	94%	+6%			

Student Safety	NA	NA		84%		81%	71%	10%	81%	82%	+1%			
Managing Bullying														
Student Safety	NA	NA		78%		81%	70%	9%	81%	82%	+1%			
Respect for Diversity														

Green indicates achieved

Red indicates decrease

Orange indicates gap increase

Yellow indicates gap is closing

3. Improve the measures of collective efficacy, collective responsibility, trust in parents and students and teacher collaboration in the staff opinion survey to be at or above state mean scores.

School Climate trend Staff Survey

	2016 State	2016 School	Gap	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School
Collective Efficacy	79.86%	56.76%	-23.1%	77.98%	66.13%	-11.85%	73%	36%	-37%	75%	61%	-14%		
Collective Responsibility	86.67%	65.42%	-21.25%	85.93%	73.86%	-12.07%	87%	76%	-11%	89%	81%	-8%		
Trust in student and parents	77.02%	60.78%	-16.24%	75.34	63.47%	-11.87%	68%	35%	-33%	71%	60%	-11%		
Teacher Collaboration	82.22%	47.56%	-34.66%	74.16%	70.07%	-4.09%	69%	48%	-21%	70%	70%	0%		

Green indicates achieved

Yellow indicates gap is closing

Orange indicates gap is increasing

Red indicates decrease

4. To have below 12 days absence average across the school.

Student engagement - Attendance data

	Prep	1	2	3	4	5	6	Overall
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2016	15.6	14.4	15.5	13.1	13.8	11.6	16.8	14.45
2017	14.1	15.6	17.3	12.6	15.1	13.9	12.9	11.77
2018	14.8	15	13.2	18.9	11.4	18.4	16.6	15.5
2019								
2020								

Green indicates achieved

Yellow indicates improvement

Key Improvement Strategy 5.ay Setting expectations and promoting inclusion	Implement and refine school wide positive behaviour approach. (Romsey Positive Behavior Support RPBS).
Key Improvement Strategy 5.by Setting expectations and promoting inclusion	Build relationships and trust across the RPS learning community.

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>1. In Writing, the % of students, Prep to Year 6 achieving at or above age expected level in teacher judgement based on triangulated, norm referenced/standards-based data sets. Prep – from 62% to 65%, Year 1 from 70% to 72%, Year 2 - from 60% 62%, Year 3 - from 45% to 47%, Year 4 - from 67% to 69%, Year 5 – from 62.5% to 64%, Year 6 – from 45% to 47%</p> <p>2. % increase in AToSS in the areas of Student voice and agency from 66% to 68%.</p> <p>3. % increase in the SSS in the area of academic emphasis from 68% to 70%.</p>																				
To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.	No	<p>Vic Curriculum</p> <p>1. The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to:</p> <ul style="list-style-type: none"> • 40 % in Reading • 25% in Speaking and Listening • 25% in Writing • 25% Measurement and Geometry • 30% in Number and Algebra • 25% in Statistics and Probability by 2020 <p>Vic Curric: Prep – 6</p> <table border="1" data-bbox="403 1835 1605 1913"> <thead> <tr> <th></th> <th colspan="3">Read</th> <th colspan="3">Speaking and Listening</th> <th colspan="3">Writing</th> </tr> </thead> <tbody> <tr> <td></td> <td>A&B</td> <td>C</td> <td>D&E</td> <td>A&B</td> <td>C</td> <td>D&E</td> <td>A&B</td> <td>C</td> <td>D&E</td> </tr> </tbody> </table>		Read			Speaking and Listening			Writing				A&B	C	D&E	A&B	C	D&E	A&B	C	D&E	
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State	43%	49%	8%	22%	73%	5%	27%	62%	11%
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2017	32%	54%	15%	9%	83%	7%	14%	72%	14%
State	43%	49%	8%	22%	73%	5%	27%	61%	12%
2018	30%	58%	12%	8%	82%	10%	12%	74%	14%
State	41%	48%	9%	20%	72%	6%	25%	60%	13%
2019	24%	51%	25%	8%	80%	12%	12%	34%	31%
State	41%	49%	10%	20%	74%	6%	25%	61%	14%
2020									
State									

	Measurement and Geometry			Number and Algebra			Statistics and Probability		
	A&B	C	D&E	A&B	C	D&E	A&B	C	D&E
2020	25%			30%			25%		
2015	17%	77%	6%	24%	69%	8%	11%	84%	5%
State	25%	67%	7%	33%	59%	9%	24%	70%	7%
2016	19%	73%	7%	25%	66%	9%	13%	80%	7%
State	26%	67%	7%	33%	58%	9%	24%	69%	7%
2017	12%	79%	9%	21%	70%	9%	11%	82%	8%
State	26%	67%	7%	33%	58%	9%	24%	69%	7%
2018	9%	83%	8%	19%	72%	10%	9%	83%	9%
State	24%	66%	9%	31%	57%	10%	23%	67%	9%
2019	7%	60%	33%	12%	57%	31%	6%	68%	26%
State	24%	77%	10%	31%	58%	11%	22%	68%	10%
2020									
State									

NAPLAN Goal

- **Increase percentage of students with high relative growth to:**
 - 25 % in Reading
 - 25 % Numeracy
 - 25% in Writing
 - 25% in Spelling **by 2020**

	Numeracy			Reading			Writing			Spelling		
	H	M	L	H	M	L	H	M	L	High	Med	Low
2020	25%			25%			25%			25%		
2016	14%	29%	57%	6%	46%	49%	9%	63%	28%	22%	46%	31%
Sim	23%	52%	25%	23%	51%	25%	22%	51%	28%			
State	24%	50%	26%	25%	50%	25%	24%	50%	26%			

2017 targets	16%			8%			10%			-		
2017	5.6%	55.6%	38.9%	18%	54%	27%	17.6%	50%	32.4%	18%	36%	44%
Sim	21%	52%	27%	25%	52%	23%	20%	52%	28%	No Data available	No Data available	No Data available
State												
2018 targets	To improve			20%			Impvnt to continue			20%		
2018	16%	55%	30%	16%	53%	30%	14%	55%	31%	23%	43%	34%
Sim	19%	59%	22%	19%	53%	28%	17%	54%	29%	22%	41%	38%
State	25%			25%			24%			26%		
2019	21%	52%	28%	27%	47%	27%	25%	50%	25%	20%	53%	27%
Sim	22%	50%	28%	24%	52%	24%	22%	50%	27%	21%	N/A	N/A
State	25%	50%	26%	25%	50%	26%	25%	50%	26%	24%	N/A	N/A
2020												
Sim												
State												

green improved

red no improvement

Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.

No

1. To be at or above the state mean in the staff opinion survey in the components of the school climate, professional learning and leadership module.

At or above state mean in School Climate by 2020. SSS	2016	2017	2018	2019	2020
School	57.01	65.44	65.14	68%	
State	79.71	79.53	78.90	76%	
Difference	-22.7	-14.9	-13.76	-8%	

Green indicates achieved

Yellow indicates improvement

At or above state mean in Professional Learning by 2020. SSS	2016	2017	2018	2019	2020
School	57.19	63.48	69.34	75%	
State	79.76	79.66	80.12	75%	
Difference	-22.57	-16.18	-10.78	0%	

Green indicates achieved

Yellow indicates improvement

At or above state mean in Leadership by 2020. SSS	2016	2017	2018	2019	2020
School	46.65	65	65.24	78%	
State	77.54	77.98	78.04	76%	
Difference	-30.89	-12.98	-12.80	+2%	

Green indicates achieved

Yellow indicates improvement

1. To be at or above the state mean in the student attitude to school survey in the teaching and learning variables. (data not available yet)

1. To be at or above the state mean in the parent opinion survey in the excellence in teaching and learning variable.(data not available yet)

To build the capacity of School Leaders to lead the learning in the school.

No

1. To be at or above the state mean in the Staff Opinion Survey in the components of the leadership module.

	2016	2016	Gap	2017	2017	Gap	2018	2018	Gap	2019	2019	Gap	2020	2020	Gap
	State	School		State	School		State	School		State	School		State	School	
Leading change	71.6%	-25.6%	46%	71.9%	-52.6%	19.3%	71%	41%	30%	73%	72%	-1%			
Cultural Leadership	72.3%	9.3%	63%	72.9%	49.1%	23.8%	72%	36%	36%	75%	74%	-1%			
Flexibility	58.9%	12.5%	46.4%	59.6	35.5%	24.1%	59%	32%	27%	62%	59%	-3%			
Intellectual Stimulation	79.9%	31.9%	48%	81.1%	61.8%	19.3%	81%	63%	20%	80%	92%	+12%			
Instructional Leadership	71.4%	19.2%	51.8%	72.9%	42.1%	30.8%	74%	42%	32%	79%	84%	+5%			
Parent and Community Involvement, Engagement and Outreach	78.1%	37%	41.1%	78.3%	65.8%	12.5%	78%	58%	20%	80%	84%	+4%			
Leader's support for change	75.1%	25.9%	49.2%	76%	47.4%	28.6%	74%	49%	25%	76%	78%	+2%			
Visibility	65.2%	25.9%	39.3%	65.5%	47.4%	18.1%	65%	32%	33%	68%	73%	+5%			
Overall % endorsement	71.9%	23.6%	48.3%	72.8%	49.8%	23%	73%	45%	28%	76%	78%	+2%			

Yellow indicates gap is closing.

Orange indicates gap is increasing

Red indicates decrease

Green indicates achieved.

2. To improve in all aspects of the leadership module on the Staff Opinon Survey.

	2016	2017	2018	2019	2020
Leading change	25.6%	52.6%	41%	72%	
Cultural Leadership	9.3%	49.1%	36%	74%	
Flexibility	12.5%	35.5%	32%	59%	
Intellectual Stimulation	31.9%	61.8%	63%	92%	
Instructional Leadership	19.2%	42.1%	42%	84%	
Parent and Community Involvement, Engagement and Outreach	37%	65.8%	58%	84%	
Leader's support for change	25.9%	47.4%	49%	78%	
Visibility	25.9%	47.4%	32%	73%	
Overall % endorsement	23.6%	49.8%	45%	78%	

Green in table indicates achieved

Red indicates decrease

To implement a consistent Romsey based school-wide positive behaviour approach (RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

No

1. Improve the measures managing bullying, experience of bullying and promoting positive behaviour in the Safety Domain in the parent opinion survey to be at or above state mean scores.

Parent Data – Safety Domain

% positive results

POS Safety data	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
Managing Bullying	NA	NA		75%		82%	63%	19%		53%				
My child feels safe at school				95%										
Confident in skills to manage bullying	NA	NA		55%										
Experience of Bullying														
My child has been bullied recently at school.	NA	NA		65%										

Promoting Positive Behaviour	NA	NA		93%		89%	83%	6%		76%			
This school has a consistent approach to promoting positive student behaviour.				90%									
Teachers at this school model positive behaviour				95%									

- Green indicates achieved
- Yellow indicates gap is closing
- Orange indicates gap is increasing
- Red indicates decrease

2. Improve the measures of classroom behaviour, school connectedness and student safety in the student attitude to school survey to be at or above state mean scores.

Attitude Schools student data

	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
Classroom behaviour	NA	NA		84%		80%	71%	-9%	80%	90%	+10%			
School connectedness	NA	NA		73%		81%	61%	-20%	81%	74%	-7%			
Student safety														
Advocate at school	NA	NA		89%		88%	84%	4%	88%	94%	+6%			
Student Safety														
Managing Bullying	NA	NA		84%		81%	71%	10%	81%	82%	+1%			
Student Safety														
Respect for Diversity	NA	NA		78%		81%	70%	9%	81%	82%	+1%			

- Green indicates achieved
- Red indicates decrease
- Orange indicates gap increase

Yellow indicates gap is closing

3. Improve the measures of collective efficacy, collective responsibility, trust in parents and students and teacher collaboration in the staff opinion survey to be at or above state mean scores.

School Climate trend Staff Survey

	2016 State	2016 School	Gap	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School
Collective Efficacy	79.86%	56.76%	-23.1%	77.98%	66.13%	11.85%	73%	36%	37%	75%	61%	14%		
Collective Responsibility	86.67%	65.42%	-21.25%	85.93%	73.86%	12.07%	87%	76%	11%	89%	81%	8%		
Trust in student and parents	77.02%	60.78%	-16.24%	75.34	63.47%	11.87%	68%	35%	33%	71%	60%	11%		
Teacher Collaboration	82.22%	47.56%	-34.66%	74.16%	70.07%	-4.09%	69%	48%	21%	70%	70%	0%		

Green indicates achieved

Yellow indicates gap is closing

Orange indicates gap is increasing

Red indicates decrease

4. To have below 12 days absence average across the school.

Student engagement - Attendance data

	Prep	1	2	3	4	5	6	Overall
2016	15.6	14.4	15.5	13.1	13.8	11.6	16.8	14.45
2017	14.1	15.6	17.3	12.6	15.1	13.9	12.9	11.77
2018	14.8	15	13.2	18.9	11.4	18.4	16.6	15.5
2019								
2020								

Green indicates achieved

Yellow indicates improvement

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>1. In Writing, the % of students, Prep to Year 6 achieving at or above age expected level in teacher judgement based on triangulated, norm referenced/standards-based data sets. Prep – from 62% to 65%, Year 1 from 70% to 72%, Year 2 - from 60% 62%, Year 3 - from 45% to 47%, Year 4 - from 67% to 69%, Year 5 – from 62.5% to 64%, Year 6 – from 45% to 47%</p> <p>2. % increase in AToSS in the areas of Student voice and agency from 66% to 68%.</p> <p>3. % increase in the SSS in the area of academic emphasis from 68% to 70%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Networks with schools, services and agencies	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1. In Writing, the % of students, Prep to Year 6 achieving at or above age expected level in teacher judgement based on triangulated, norm referenced/standards-based data sets. Prep – from 62% to 65%, Year 1 from 70% to 72%, Year 2 - from 60% 62%, Year 3 - from 45% to 47%, Year 4 - from 67% to 69%, Year 5 – from 62.5% to 64%, Year 6 – from 45% to 47%</p> <p>2. % increase in AToSS in the areas of Student voice and agency from 66% to 68%.</p> <p>3. % increase in the SSS in the area of academic emphasis from 68% to 70%.</p>
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority
Actions	<p>Whole school level:</p> <ul style="list-style-type: none"> - Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support - Embed PLCs structures to support teacher collaboration and reflection of strengthen teaching practice - Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model) <p>Classroom level:</p> <ul style="list-style-type: none"> - Embed consistent approaches to formative assessment and frequent low-stakes testing - Use PLCs for staff to collaboratively plan units of work with a focus on differentiation - Support staff to embed the use of data walls (EWOK) to inform targeted planning <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Establish a small group tutoring program - Plan whole school professional learning on differentiation - Prioritise time for teachers to discuss and adapt strategies working for individual students
Outcomes	<p>Whole school level:</p> <ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will use HITS to plan lessons and units - Teachers will consistently and explicitly implement the school's instructional model <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers will consistently implement the agreed assessment schedule - Teachers and leaders will regularly update data walls - Teacher will provide regular feedback and monitor student progress using data walls <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported - Nominated or relevant teachers and leaders will establish intervention/small group tutoring - Students will know what their next steps are to progress their learning
Success Indicators	<p>Whole school level:</p> <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 demonstrating take up of professional learning strategies - Student feedback on differentiation, the instructional model, and use of common strategies <p>Classroom level:</p> <ul style="list-style-type: none"> - Documentation and data from formative assessments - Documented assessment schedule and evidence of teachers inputting data and moderating assessments - Data walls indicating clearly student progress - Differentiated curriculum documents and evidence of student learning at different levels <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Data used to identify students for tailored supports - Assessment data and student surveys from intervention groups

- Appointment/staffing of programs - Progress against Individual Education Plans				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
In Term 1, develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Through SSG meeting, engage with parents/carers to ensure appropriate supports	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Whole school level:</p> <ul style="list-style-type: none"> - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels - Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year - Embed/strengthen school within a school structures (houses/sub schools/homegroups) <p>Classroom Level:</p> <ul style="list-style-type: none"> - Develop a wellbeing program implemented in homegroup - Establish an agreed approach to monitoring and responding to student wellbeing concerns - Build staff capacity to collect, analyse, monitor and respond to student engagement data <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills - Build relationships and engage with families of at-risk students 			
Outcomes	<p>Whole school level:</p> <ul style="list-style-type: none"> - Teachers will incorporate trauma informed practices in classes and in planning units of work - Teachers will model and are consistent in agreed routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use - At-risk students will be identified and receive targeted support in a timely manner - Students will have strong relationships with peers <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing 			
Success Indicators	<p>Whole school level:</p> <ul style="list-style-type: none"> - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Curriculum documentation reflecting social and emotional learning <p>Classroom level:</p> <ul style="list-style-type: none"> - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Documentation of resources for wellbeing programs - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Teacher reports of student wellbeing concerns <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Data used to identify students in need of targeted support - Documentation of strategies students will use in classes and at school - Appointment/staffing of programs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
The development of the Kimochis curriculum units collaboratively with wellbeing team and whole school.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop peer-observation process as agreed by staff	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop documentation for wellbeing programs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Hold professional learning for teachers focusing on Kimochis.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Establish clear referral processes	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Provide staff with opportunities to understand first response strategies, when to use the referral process	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Networks with schools, services and agencies	Connected schools priority			
Actions	<p>Whole school level:</p> <ul style="list-style-type: none"> - Strengthen engagement in regional and network communities of practice - Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning - Build staff capability to integrate digital learning <p>Classroom level:</p> <ul style="list-style-type: none"> - Use digital channels of communication to provide regular updates on weekly student learning programs - Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers - Strengthen and embed digital learning in classes - Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Ensure students requiring specific intentions are engaged with external agencies and supports - Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach 			
Outcomes	<p>Whole school level:</p> <ul style="list-style-type: none"> - Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin - Teachers will have strong relationships with students and parents/carers/kin 			

	<ul style="list-style-type: none"> - Students and parents/carers/kin will feel as though they belong and are seen <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers will be confident in integrating digital learning pedagogy - Teachers will have strong relationships with students and parents/carers/kin - Students will feel connected to their school and have positive attitudes to attendance <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students - Teachers can regularly connect with the parents/carers/kin of all students 			
Success Indicators	<p>Whole school level:</p> <ul style="list-style-type: none"> - Observations and learning walks demonstrate use of digital learning - Documentation of school digital policies - Whole school surveys (SSS, AToSS) <p>Classroom level:</p> <ul style="list-style-type: none"> - Class participation data - Positive student survey data (internal surveys, AToSS) - Attendance <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Attendance in intervention/tailored support programs - Number of referrals, documented outcomes of student referral meetings - Frequency of communications with parents/carers/kin - Student perception and survey data - Parent/carer/kin surveys and interviews 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Schedule meetings with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Expand community access to school newsletters, social media, and information sessions	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Initiate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$67,000.00	\$67,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$67,000.00	\$67,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish resourcing for individual and tailored support programs	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"/> CRT	\$34,000.00	\$34,000.00
Schedule times for individual and tailored support to occur	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"/> CRT	\$33,000.00	\$33,000.00
Totals			\$67,000.00	\$67,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site