

2020 Annual Implementation Plan

for improving student outcomes

The Patch Primary School (5173)



Submitted for review by Debra Herrmann (School Principal) on 02 February, 2020 at 02:49 PM
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 02 March, 2020 at 09:09 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>Guiding the school towards better outcomes for all and providing a rich learning environment that is supported by positive relationships has continued as a focus this year. We have reinforced and reviewed our approach and learning program to develop our understanding of curriculum and strategies in engaging students with unconditional positive regard. Our work within this model has developed our understanding in relationships, body, stamina, character and engagement allowing for reengagement of students to be ready to learn and focus.</p> <p>Working with the leadership team, we have created a leadership role that focused on connecting and engaging parents and students, this will continue in 2020 with further consolidation in re-marketing and branding our school. We have continued with student leadership roles, festival committees, wellbeing groups, morning coffee mornings and appointed a new service provider who has a commitment to working and foster links between the school and the Kindergarten. Through decisive action, resolving conflict and mediating to a common ground, we have a community willing to voice their ideas towards a positive gain for all. The refinement of our google drive and documents has allowed for all staff to have a whole school view. All staff access are uploading curriculum and planning documents enabling all staff to share and access documentation and collaborate more effectively across the school. Leadership and PLC/Team leaders have been able to track teams progress and allowed for a more focused approach to explicit teaching. Implementation of a School Improvement Team and midlevel leaders as Team/ PLC leaders has strengthened the focus on explicit teaching across the school and the importance of developing teams of PLC's, this will be a continued focus for</p>
--------------------------------	---

	2020 to improve student data in the school, strengthen student agency and enhance consistency of approach and language in writing across the school.
Considerations for 2020	<p>Continue to be our focus into 2020 through the development of PLC across the school. This will be achieved by explicitly focussing on a targeted area and determining the are of improvement needed.</p> <ul style="list-style-type: none"> Consistent implementation of the whole school spelling program and revision of numeracy program A focus on targeted learning to extend students working above expected levels Enhanced data literacy of teachers Review and evaluation of whole school approaches and teaching tools Developing self-motivated students with high levels of learning confidence Review of wellbeing processes and procedures in the school
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Build practice excellence to improve student learning outcomes																																																									
Target 1.1	<p>NAPLAN Increases by the end of the Strategic Plan * BM = Baseline measure</p> <table border="1" data-bbox="488 357 1451 651"> <thead> <tr> <th colspan="3">NAPLAN TARGETS – Students in the top two bands</th> </tr> <tr> <th></th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3 2016 BM*</td> <td>72.9 per cent</td> <td>46.9 per cent</td> </tr> <tr> <td>Year 3 Target</td> <td>≥ 80 per cent</td> <td>≥ 60 per cent</td> </tr> <tr> <td>Year 5 2016 BM*</td> <td>23.6 per cent</td> <td>35.5 per cent</td> </tr> <tr> <td>Year 5 Target</td> <td>≥ 50 per cent</td> <td>≥ 50 per cent</td> </tr> </tbody> </table> <p>Victorian Curriculum To ensure consistent learning growth of at least one year in all areas of the curriculum for all students. Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning. <i>In 2017 a new survey will be released and targets can be developed from the 2017 baseline</i></p> <table border="1" data-bbox="472 767 2047 1077"> <thead> <tr> <th>DOMAIN</th> <th>Survey Factor</th> <th colspan="2">2017</th> </tr> </thead> <tbody> <tr> <td>Positive Climate for Learning</td> <td>School Connectedness</td> <td colspan="2">68%</td> </tr> <tr> <td>Positive Climate for Learning</td> <td>Student voice and agency</td> <td colspan="2">62%</td> </tr> <tr> <td>Student Safety</td> <td>Managing Bullying</td> <td colspan="2">70%</td> </tr> <tr> <td>Effective Practice for Cognitive Engagement</td> <td>Stimulated Learning</td> <td colspan="2">69%</td> </tr> <tr> <td>Learner Characteristics and Disposition</td> <td>Learning Confidence</td> <td colspan="2">78%</td> </tr> </tbody> </table> <p>Staff Opinion To increase the staff opinion survey measures by the end of the Strategic Plan. STAFF OPINION SURVEY MEASURES Target 2015/6 BM* Guaranteed and viable curriculum = 90 71.39 Academic emphasis = 90 74.27 * BM = Baseline measure</p> <table border="1" data-bbox="472 1257 1951 1417"> <thead> <tr> <th>DOMAIN</th> <th>Survey Factor</th> <th>2015 *</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Climate</td> <td>Guaranteed and Viable Curriculum</td> <td>71.39%</td> <td>90%</td> </tr> <tr> <td></td> <td>Academic emphasis</td> <td>74.27%</td> <td>90%</td> </tr> </tbody> </table>				NAPLAN TARGETS – Students in the top two bands				Writing	Numeracy	Year 3 2016 BM*	72.9 per cent	46.9 per cent	Year 3 Target	≥ 80 per cent	≥ 60 per cent	Year 5 2016 BM*	23.6 per cent	35.5 per cent	Year 5 Target	≥ 50 per cent	≥ 50 per cent	DOMAIN	Survey Factor	2017		Positive Climate for Learning	School Connectedness	68%		Positive Climate for Learning	Student voice and agency	62%		Student Safety	Managing Bullying	70%		Effective Practice for Cognitive Engagement	Stimulated Learning	69%		Learner Characteristics and Disposition	Learning Confidence	78%		DOMAIN	Survey Factor	2015 *	2019	School Climate	Guaranteed and Viable Curriculum	71.39%	90%		Academic emphasis	74.27%	90%
NAPLAN TARGETS – Students in the top two bands																																																										
	Writing	Numeracy																																																								
Year 3 2016 BM*	72.9 per cent	46.9 per cent																																																								
Year 3 Target	≥ 80 per cent	≥ 60 per cent																																																								
Year 5 2016 BM*	23.6 per cent	35.5 per cent																																																								
Year 5 Target	≥ 50 per cent	≥ 50 per cent																																																								
DOMAIN	Survey Factor	2017																																																								
Positive Climate for Learning	School Connectedness	68%																																																								
Positive Climate for Learning	Student voice and agency	62%																																																								
Student Safety	Managing Bullying	70%																																																								
Effective Practice for Cognitive Engagement	Stimulated Learning	69%																																																								
Learner Characteristics and Disposition	Learning Confidence	78%																																																								
DOMAIN	Survey Factor	2015 *	2019																																																							
School Climate	Guaranteed and Viable Curriculum	71.39%	90%																																																							
	Academic emphasis	74.27%	90%																																																							

Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to implement consistent agreed school wide strategies in Literacy																											
Key Improvement Strategy 1.b Building practice excellence	Build teacher and student capability in utilizing a range of assessment strategies identifying a student's point of need (PON)																											
Key Improvement Strategy 1.c Building practice excellence	Develop a whole school culture of high expectation for continuous student learning growth health and wellbeing																											
Goal 2	Strengthen the capabilities of the school leadership team to build a culture that is focused on improving performance																											
Target 2.1	<p> Staff opinion To increase the staff opinion survey measures by the end of the Strategic Plan. STAFF OPINION SURVEY MEASURES Target 2015/6 BM* Collective efficacy = 90 83.19 Collective responsibility = 90 84.92 Teacher collaboration = 85 63.78 Staff trust in colleagues = 85 80.63 Leadership = 80 72.94 Teaching and learning = 80 76.33 * BM = Baseline measure </p> <table border="1" data-bbox="465 930 2047 1310"> <thead> <tr> <th>DOMAIN</th> <th>Survey Factor</th> <th>2015 *</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td rowspan="3">School Climate</td> <td>Collective efficacy</td> <td>83.19%</td> <td>90%</td> </tr> <tr> <td>Collective responsibility</td> <td>84.92%</td> <td>90%</td> </tr> <tr> <td>Teacher collaboration</td> <td>63.78%</td> <td>85%</td> </tr> <tr> <td rowspan="2">Leadership</td> <td>Trust in colleagues</td> <td>80.63%</td> <td>85%</td> </tr> <tr> <td>Leadership</td> <td>72.94%</td> <td>80%</td> </tr> <tr> <td>Teaching and Learning</td> <td>Teaching and Learning</td> <td>76.33%</td> <td>80%</td> </tr> </tbody> </table>			DOMAIN	Survey Factor	2015 *	2019	School Climate	Collective efficacy	83.19%	90%	Collective responsibility	84.92%	90%	Teacher collaboration	63.78%	85%	Leadership	Trust in colleagues	80.63%	85%	Leadership	72.94%	80%	Teaching and Learning	Teaching and Learning	76.33%	80%
DOMAIN	Survey Factor	2015 *	2019																									
School Climate	Collective efficacy	83.19%	90%																									
	Collective responsibility	84.92%	90%																									
	Teacher collaboration	63.78%	85%																									
Leadership	Trust in colleagues	80.63%	85%																									
	Leadership	72.94%	80%																									
Teaching and Learning	Teaching and Learning	76.33%	80%																									

Parent opinion To increase the parent opinion survey measures by the end of the Strategic Plan. **PARENT OPINION SURVEY MEASURES Target 2016 BM*** Input = 6.2 5.58 Reporting = 5.8 4.72 Approachability = 6.2 5.99 * **BM = Baseline measure**

DOMAIN	Survey Factor	2017
Parent Community Engagement	Parent Participation and Involvement	74 %
	School Support	81 %
	Teacher Communication	62 %
Student Cognitive engagement	Effective Teaching	69 %

Student Attitude to School: To increase the student attitude to school survey measures relating to the school culture. In 2017 a new survey will be released and targets can be developed from the 2017 baseline.

DOMAIN	Survey Factor	2017
Positive Climate for Learning	School Connectedness	68%
Positive Climate for Learning	Student voice and agency	62%
Student Safety	Managing Bullying	70%
Effective Practice for Cognitive Engagement	Stimulated Learning	69%
Learner Characteristics and Disposition	Learning Confidence	78%

Key Improvement Strategy 2.a
Building leadership teams

Increase the alignment in decision making and resourcing with the strategic intent / vision

Key Improvement Strategy 2.b
Building leadership teams

Develop the capabilities of leadership teams in using evidence

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																															
Build practice excellence to improve student learning outcomes	Yes	<p>NAPLAN Increases by the end of the Strategic Plan * BM = Baseline measure</p> <table border="1" data-bbox="445 531 1411 831"> <thead> <tr> <th colspan="3">NAPLAN TARGETS – Students in the top two bands</th> </tr> <tr> <th></th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3 2016 BM*</td> <td>72.9 per cent</td> <td>46.9 per cent</td> </tr> <tr> <td>Year 3 Target</td> <td>≥ 80 per cent</td> <td>≥ 60 per cent</td> </tr> <tr> <td>Year 5 2016 BM*</td> <td>23.6 per cent</td> <td>35.5 per cent</td> </tr> <tr> <td>Year 5 Target</td> <td>≥ 50 per cent</td> <td>≥ 50 per cent</td> </tr> </tbody> </table> <p>Victorian Curriculum To ensure consistent learning growth of at least one year in all areas of the curriculum for all students.</p> <p>Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning. <i>In 2017 a new survey will be released and targets can be developed from the 2017 baseline</i></p> <table border="1" data-bbox="427 1278 1523 1433"> <thead> <tr> <th>DOMAIN</th> <th>Survey Factor</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Positive Climate for Learning</td> <td>School Connectedness</td> <td>68%</td> </tr> <tr> <td>Positive Climate for Learning</td> <td>Student voice and agency</td> <td>62%</td> </tr> </tbody> </table>	NAPLAN TARGETS – Students in the top two bands				Writing	Numeracy	Year 3 2016 BM*	72.9 per cent	46.9 per cent	Year 3 Target	≥ 80 per cent	≥ 60 per cent	Year 5 2016 BM*	23.6 per cent	35.5 per cent	Year 5 Target	≥ 50 per cent	≥ 50 per cent	DOMAIN	Survey Factor	2017	Positive Climate for Learning	School Connectedness	68%	Positive Climate for Learning	Student voice and agency	62%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase students in the top two bands of NAPLAN in Writing in 2020: Year 3 - 2 students 26 to 28 students Year 5 - 1 student 9 to 10 students</p> <p>Year 3 Writing 2017 2018 2019 2020 42% 31.2% 69.2% 79.2%</p> <p>Year 5 Writing 2017 2018 2019 2020 25% 3.3% 29.1% 39.1%</p> <p>Teacher Judgements : To ensure consistent learning growth of at least one year in all areas of the curriculum for all students in Writing and Spelling</p> <p>Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5% Survey Factor</p> <table data-bbox="1597 1302 2114 1461"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Connectedness</td> <td>68%</td> <td>65%</td> <td>76%</td> <td>81%</td> </tr> <tr> <td>Student voice and agency</td> <td>62%</td> <td>59%</td> <td>56%</td> <td>61%</td> </tr> <tr> <td>Managing Bullying</td> <td>70%</td> <td>74%</td> <td>76%</td> <td>81%</td> </tr> </tbody> </table>		2017	2018	2019	2020	Connectedness	68%	65%	76%	81%	Student voice and agency	62%	59%	56%	61%	Managing Bullying	70%	74%	76%	81%
NAPLAN TARGETS – Students in the top two bands																																																		
	Writing	Numeracy																																																
Year 3 2016 BM*	72.9 per cent	46.9 per cent																																																
Year 3 Target	≥ 80 per cent	≥ 60 per cent																																																
Year 5 2016 BM*	23.6 per cent	35.5 per cent																																																
Year 5 Target	≥ 50 per cent	≥ 50 per cent																																																
DOMAIN	Survey Factor	2017																																																
Positive Climate for Learning	School Connectedness	68%																																																
Positive Climate for Learning	Student voice and agency	62%																																																
	2017	2018	2019	2020																																														
Connectedness	68%	65%	76%	81%																																														
Student voice and agency	62%	59%	56%	61%																																														
Managing Bullying	70%	74%	76%	81%																																														

		<table border="1" data-bbox="430 148 1525 379"> <tr> <td>Student Safety</td> <td>Managing Bullying</td> <td>70%</td> </tr> <tr> <td>Effective Practice for Cognitive Engagement</td> <td>Stimulated Learning</td> <td>69%</td> </tr> <tr> <td>Learner Characteristics and Disposition</td> <td>Learning Confidence</td> <td>78%</td> </tr> </table> <p data-bbox="430 416 1541 560">Staff Opinion To increase the staff opinion survey measures by the end of the Strategic Plan. STAFF OPINION SURVEY MEASURES Target 2015/6 BM* Guaranteed and viable curriculum = 90 71.39 Academic emphasis = 90 74.27 * BM = Baseline measure</p> <table border="1" data-bbox="430 592 1570 756"> <thead> <tr> <th>DOMAIN</th> <th>Survey Factor</th> <th>2015 *</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Climate</td> <td>Guaranteed and Viable Curriculum</td> <td>71.39%</td> <td>90%</td> </tr> <tr> <td></td> <td>Academic emphasis</td> <td>74.27%</td> <td>90%</td> </tr> </tbody> </table>	Student Safety	Managing Bullying	70%	Effective Practice for Cognitive Engagement	Stimulated Learning	69%	Learner Characteristics and Disposition	Learning Confidence	78%	DOMAIN	Survey Factor	2015 *	2019	School Climate	Guaranteed and Viable Curriculum	71.39%	90%		Academic emphasis	74.27%	90%	<p data-bbox="1599 156 2107 217">Stimulated Learning 69% 72% 65% 70% Learning Confidence 78% 77% 72% 77%</p> <p data-bbox="1599 252 2107 376">Staff Opinion: To increase the staff opinion survey measures by 5% Survey Factor 2017 2018 2019 2020 Guaranteed Viable Curriculum 42% 51% 71% 76% Academic Emphasis 51% 66% 65% 70% PLC Matrix 2018 2019 2020 Vision Values Culture Emerge Evolve Embed</p> <p data-bbox="1599 639 2107 732">Building PLC's through a culture of collaboration for Improvements Emerge Evolve Embed</p> <p data-bbox="1599 767 2107 860">Data used to focus and drive improvement and evaluate impact on learning Emerge Evolve Embed</p> <p data-bbox="1599 895 2107 987">Structures and systems to.. with a focus on strategic management Evolve Evolve Embed</p> <p data-bbox="1599 991 2107 1083">Building Practice excellence Emerge Evolve Embed</p> <p data-bbox="1599 1054 2107 1147">Curriculum Planning and assessment Evolve Embed Excel</p> <p data-bbox="1599 1118 2107 1179">Empowering students building school pride Emerge Evolve Embed</p>
Student Safety	Managing Bullying	70%																						
Effective Practice for Cognitive Engagement	Stimulated Learning	69%																						
Learner Characteristics and Disposition	Learning Confidence	78%																						
DOMAIN	Survey Factor	2015 *	2019																					
School Climate	Guaranteed and Viable Curriculum	71.39%	90%																					
	Academic emphasis	74.27%	90%																					
Strengthen the capabilities of the school leadership team to build a culture that	No	<p data-bbox="430 1214 2107 1358">Staff opinion To increase the staff opinion survey measures by the end of the Strategic Plan. STAFF OPINION SURVEY MEASURES Target 2015/6 BM* Collective efficacy = 90 83.19 Collective responsibility = 90 84.92 Teacher collaboration = 85 63.78 Staff trust in colleagues = 85 80.63 Leadership = 80 72.94 Teaching and learning = 80 76.33 * BM = Baseline measure</p>																						

is focused on improving performance

DOMAIN	Survey Factor	2015 *	2019
School Climate	Collective efficacy	83.19%	90%
	Collective responsibility	84.92%	90%
	Teacher collaboration	63.78%	85%
	Trust in colleagues	80.63%	85%
Leadership	Leadership	72.94%	80%
Teaching and Learning	Teaching and Learning	76.33%	80%

Parent opinion To increase the parent opinion survey measures by the end of the Strategic Plan. **PARENT OPINION SURVEY MEASURES Target 2016 BM*** Input = 6.2 5.58 Reporting = 5.8 4.72 Approachability = 6.2 5.99 * **BM = Baseline measure**

DOMAIN	Survey Factor	2017
Parent Community Engagement	Parent Participation and Involvement	74 %
	School Support	81 %
	Teacher Communication	62 %
Student Cognitive engagement	Effective Teaching	69 %

Student Attitude to School: To increase the student attitude to school survey measures relating to the school culture. In 2017 a new survey will be released and targets can be developed from the 2017 baseline.

DOMAIN	Survey Factor	2017
Positive Climate for Learning	School Connectedness	68%
Positive Climate for Learning	Student voice and agency	62%
Student Safety	Managing Bullying	70%
Effective Practice for Cognitive Engagement	Stimulated Learning	69%
Learner Characteristics and Disposition	Learning Confidence	78%

Goal 1	Build practice excellence to improve student learning outcomes				
12 Month Target 1.1	To increase students in the top two bands of NAPLAN in Writing in 2020: Year 3 - 2 students 26 to 28 students Year 5 - 1 student 9 to 10 students				
Year 3	2017	2018	2019	2020	
	42%	31.2%	69.2%	79.2%	
Year 5	2017	2018	2019	2020	
Writing	25%	3.3%	29.1%	39.1%	
Teacher Judgements : To ensure consistent learning growth of at least one year in all areas of the curriculum for all students in Writing and Spelling					
Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5%					
DOMAIN	Survey Factor	2017	2018	2019	2020
Positive Climate for learning	Connectedness	68%	65%	76%	81%
Positive Climate for learning	Student voice and agency	62%	59%	56%	61%
Student Safety	Managing Bullying	70%	74%	76%	81%
Effective practice for Cognitive Engagement	Stimulated Learning	69%	72%	65%	70%
Learner Characteristics and Disposition	Learning Confidence	78%	77%	72%	77%
Staff Opinion: To increase the staff opinion survey measures by 5%					
DOMAIN	Survey Factor	2017	2018	2019	2020
School Climate	Guaranteed Viable Curriculum	42%	51%	71%	76%
	Academic Emphasis	51%	66%	65%	70%
PLC Matrix					
	2018	2019	2020		
Vision Values Culture	Emerge	Evolve	Embed		
Building PLC's through a culture of collaboration for Improvements	Emerge	Evolve	Embed		
Data used to focus and drive improvement and evaluate impact on learning	Emerge	Evolve	Embed		
Structures and systems to.. with a focus on strategic management	Evolve	Evolve	Embed		
Building practice excellence	Emerge	Evolve	Embed		
Curriculum Planning and assessment	Evolve	Embed	Excel		
Empowering students building school pride	Emerge	Evolve	Embed		

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to implement consistent agreed school wide strategies in Literacy	Yes
KIS 2 Building practice excellence	Build teacher and student capability in utilizing a range of assessment strategies identifying a student's point of need (PON)	No
KIS 3 Building practice excellence	Develop a whole school culture of high expectation for continuous student learning growth health and wellbeing	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.	This year we need to embed our PLC practice and ensure we have developed a solid structure and protocols around PLC's including professional learning and monitoring is student growth and data. We also need to develop a whole school culture of high expectation of high expectation for growth through developing an understanding of what is student agency. Develop a policy on Student Agency and review our curriculum to ensure Student agency is identified. As a school community be able to articulate what Student Agency is at The Patch PS	

Define Actions, Outcomes and Activities

Goal 1	Build practice excellence to improve student learning outcomes					
12 Month Target 1.1	To increase students in the top two bands of NAPLAN in Writing in 2020: Year 3 - 2 students 26 to 28 students Year 5 - 1 student 9 to 10 students					
	Year 3	2017	2018	2019	2020	
		42%	31.2%	69.2%	79.2%	
	Year 5	2017	2018	2019	2020	
	Writing	25%	3.3%	29.1%	39.1%	
	Teacher Judgements : To ensure consistent learning growth of at least one year in all areas of the curriculum for all students in Writing and Spelling					
	Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5%					
	DOMAIN	Survey Factor	2017	2018	2019	2020
	Positive Climate for learning	Connectedness	68%	65%	76%	81%
	Positive Climate for learning	Student voice and agency	62%	59%	56%	61%
	Student Safety	Managing Bullying	70%	74%	76%	81%
	Effective practice for Cognitive Engagement	Stimulated Learning	69%	72%	65%	70%
	Learner Characteristics and Disposition	Learning Confidence	78%	77%	72%	77%
	Staff Opinion: To increase the staff opinion survey measures by 5%					
	DOMAIN	Survey Factor	2017	2018	2019	2020
	School Climate	Guaranteed Viable Curriculum	42%	51%	71%	76%
		Academic Emphasis	51%	66%	65%	70%
	PLC Matrix					
		2018	2019	2020		
	Vision Values Culture	Emerge	Evolve	Embed		
	Building PLC's through a culture of collaboration for Improvements	Emerge	Evolve	Embed		
	Data used to focus and drive improvement and evaluate impact on learning	Emerge	Evolve	Embed		
	Structures and systems to.. with a focus on strategic management	Evolve	Evolve	Embed		
	Building practice excellence	Emerge	Evolve	Embed		
	Curriculum Planning and assessment	Evolve	Embed	Excel		
	Empowering students building school pride	Emerge	Evolve	Embed		

KIS 1 Building practice excellence	Build teacher capacity to implement consistent agreed school wide strategies in Literacy
Actions	Build teacher capacity to collaborate in PLC's to improve the implementation of school wide Literacy practices in Writing Build teacher capacity to use the inquiry cycle in PLCs to improve student outcomes.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Experience a consistent approach and structure of lessons across the school in the teaching of literacy- Writing • Have an increased voice and agency throughout the Inquiry Cycle in the Writing process as indicated in the PIVOT survey <p>Teachers will:</p> <ul style="list-style-type: none"> • Use an agreed consistent and collaborative instructional method to teaching Writing • Participate in cycles of collaborative inquiry focusing on changing professional practice to improve student outcomes. • Use quality evidence – work samples and assessment data, to support PLC inquiries. <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop a whole-school pedagogical model devised around evidence based approaches to Literacy - Writing • Monitor PLC's to ensure the inquiry cycle is being used • Communicate high expectations about the PLC
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> • Teacher/student conferences, pre and post tests, student work, notes from consultation with SRC, student surveys <p>Teachers:</p> <ul style="list-style-type: none"> • PLC minutes, work samples, assessments, lesson plans, curriculum plans, PDP notes, peer observation notes, staff surveys <p>Leaders:</p> <ul style="list-style-type: none"> • Staff/PLC/SIT meetings minutes/agendas/presentations, survey data, PDPs, observation evidence, work samples, assessments, lesson plans, curriculum plans

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Development to be undertaken to consolidate and embed the school's Literacy instructional model.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff are supported through professional learning opportunities such as coaching, peer observation, school-based PL, professional reading, external PL, and/or professional practice days are provided to enable them to adjust their teaching practices.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop shared understandings around the purpose of feedback and protocols for observing practice and providing feedback.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers observe lessons of their peers and provide constructive feedback.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to evaluate termly using the PLC maturity matrix	<input checked="" type="checkbox"/> PLC Leaders	<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	Develop a whole school culture of high expectation for continuous student learning growth health and wellbeing
Actions	<ul style="list-style-type: none"> • Develop a whole school understanding of high expectations • Develop a whole school practice for use of High Impact Strategies specific to goal setting and feedback • Develop a whole school practice for increased student agency and voice.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning and, work towards becoming independent and self-regulating learners. • Exercise agency through setting and tracking progress using individual learning goals. <p>Teachers will:</p> <ul style="list-style-type: none"> • Collaborate with students to identify appropriate goals to progress their learning. <p>Understand HITS goal setting and feedback</p> <ul style="list-style-type: none"> • Have an understanding of student agency and how to co-design opportunities for students and plan leaning /lessons <p>Leaders will:</p> <ul style="list-style-type: none"> • Facilitate the development of a school wide definition of what ‘high expectations’ means and how it looks in the classroom at The Patch. • Ensure students are consulted as stakeholders in curriculum planning by formally contributing to the SRC
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> • SRC feedback/minutes/agendas, individual learning goal records, student opinion surveys. <p>Teachers:</p> <ul style="list-style-type: none"> • PDP notes reflecting on progress in implementing agency in learning, lesson plans, curriculum plans, notes from consultation with SRC. <p>Leaders:</p> <ul style="list-style-type: none"> • Minutes from SIT/Staff/PLC meetings, agendas/minutes from SRC meetings • PDP goals and notes which reflect emphasis on high expectations and student agency

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Targeted professional learning and coaching around HITS that promote learner agency (Questioning, Feedback, Goal setting)	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning to establish a common understanding of the difference between student voice and student agency and strategies to best develop these with reference to the 'DET Amplify' document.	<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
Professional learning in relation to further developing student agency through goal setting, success criteria and student self-assessment tools.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers released to allow time for Peer Observations and follow up coaching conversations. Peer observations to observe effective use of HITS in lessons	<input checked="" type="checkbox"/> Assistant Principal <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
Monitor and seek frequent student feedback around student engagement, student voice and student agency through student reflections, student surveys and asking students during learning walks.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(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
Student leaders will be engaged in leadership development activities throughout the year	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement a professional learning program to build the confidence and capacity of families/community volunteers to support student learning at home and/or at school	<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

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	\$9,749.00	\$9,749.00
Grand Total	\$9,749.00	\$9,749.00

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 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding in credit \$5,265 and cash \$4,494 in SRP will be used to support employment of staff member to run Mini Lit in year 1-2 to target Literacy improvement and support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$9,749.00	\$9,749.00
Totals			\$9,749.00	\$9,749.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	xpEertise Accessed	Where
Professional Development to be undertaken to consolidate and embed the school's Literacy instructional model.	Literacy Leader	Term 1 to: Term 4	Formalised PLC/PLTs	Professional Practice Day Formal School Meeting / Internal Professional Learning Sessions	Pedagogical Model High Impact Teaching Strategies (HITS)	On-site
Staff are supported through professional learning opportunities such as coaching, peer observation, school-based PL, professional reading, external PL, and/or professional practice days are provided to enable them to adjust their teaching practices.	School Improvement Team Teacher(s)	Term 1 to: Term 4	Peer observation including feedback and reflection Formalised PLC/PLTs	Professional Practice Day Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	High Impact Teaching Strategies (HITS)	On-site
Develop shared understandings around the purpose of feedback and protocols for observing practice and providing feedback.	School Improvement Team Teacher(s)	Term 1 to: Term 4	Curriculum development Formalised PLC/PLTs Individualised Reflection	Professional Practice Day Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Pedagogical Model High Impact Teaching Strategies (HITS)	On-site
Targeted professional learning and coaching around HITS that promote learner agency (Questioning, Feedback, Goal setting)	School Improvement Team Teacher(s)	Term 1 to: Term 4	Curriculum development Formalised PLC/PLTs	Professional Practice Day Formal School Meeting / Internal Professional Learning Sessions Timetabled Planning Day PLC/PLT Meeting	High Impact Teaching Strategies (HITS)	On-site
Professional learning in relation to further developing student agency through goal setting, success criteria and student self-assessment tools.	School Improvement Team Teacher(s)	Term 1 to: Term 4	Planning Preparation Student voice, including input and feedback	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	Pedagogical Model High Impact Teaching Strategies (HITS)	On-site

--	--	--	--	--	--	--