

2021 Annual Implementation Plan

for improving student outcomes

Black Hill Primary School (2043)



Submitted for review by Donna Bishop (School Principal) on 21 December, 2020 at 02:25 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>Consistency is developing through whole school approaches, an agreed instructional model and a greater understanding and implementation of high impact teaching strategies yet require more work to be embedded practice. Whole school approaches to Mathematics are becoming embedded, and whole school approaches to writing are at the evolving. Over 2020 the school has developed greater consistencies and collaboration in PLT processes, between the various year level teams. Yet the PLT inquiry cycle has not been embedded and a deepening understanding of the PLC process would impact positively on implementation of the inquiry approach.</p> <p>Learning goals for students vary between classes. Some learning goals target academic achievement and were noted to be either strategy or proficiency based, although they appeared to demonstrate a deeper understanding of learning pathways for many students. Classroom observations and discussions with students across the school however indicated that some students could not remember their goals or articulate how they might be successful. Some students reported that goals were set initially but were not referred back to during a learning activity. The quality of feedback practices vary across classrooms, with evidence of praise and feedback directed to behaviour frequently detracted from targeted learning feedback.</p>
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<p>Considerations for 2021</p>	<p>The PLT inquiry cycle, renewing the school vision and values, community engagement and building practice excellence in the implementation of the school instructional model are key improvement strategies that were identified in the school review in 2019 and much of this work was begun in 2020. We see that this is a critical time in our strategic plan to continue this work especially after the disruption over 2020 due to remote learning.</p> <p>There is a need to evaluate and renew the vision and values to ensure commitment from the learning community, including staff, students and families. School Staff Survey results indicated areas for development included building parent and community involvement, and building trust in colleagues, students and families. Through building teacher capability to strengthen the partnerships between family and school, this would assist in building confidence to work together to support learning and student wellbeing and learning achievement.</p> <p>The Attitudes to School Survey data shows that the factor for student voice and agency was rated lower by students than most survey factors. Focus groups with staff, students and parents and classroom observations showed that the extent that student voice and agency was activated in learning was inconsistent and that understanding of agency was not fully embedded in practice. It is noted that voice and agency is well developed in student leadership opportunities, and there is scope to enhance classroom engagement through voice and agency in teaching and learning.</p> <p>An analysis of the school's NAPLAN data identified recent high relative growth in numeracy and reading, while writing relative growth was lower, when compared to similar schools. In benchmarking data, reading was above, numeracy was well above, and writing was below similar schools. The school's Panorama report indicated the percentage in the top two bands was similar for reading and numeracy and lower than similar schools for writing. Th</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To achieve learning growth in English and Mathematics
Target 2.1	By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements: <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) to 95% • Writing 84% (2018) to 95% • Number and Algebra 87% (2018) to 95%
Target 2.2	By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> • Reading from 76.1% (2019) to 95% • Writing from 68.1% (2019) to 95% • Numeracy from 85.3% (2019) to 98%

Target 2.3	<p>By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5</p> <ul style="list-style-type: none"> ● Reading (2019) 60% ● Writing (2019) 54% ● Numeracy (2019) 48%
Key Improvement Strategy 2.a Building practice excellence	Implement and embed a consistent PLC inquiry approach
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capabilities to use agreed formative assessment approaches to plan for teaching and learning
Key Improvement Strategy 2.c Building practice excellence	Embed consistent implementation of the BHPS instructional model
Goal 3	To improve the engagement of all students in their learning
Target 3.1	<p>By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ● student voice and agency 64% (2019) to 80% ● self-regulation and goal setting from 87% (2019) to 95% ● sense of confidence from 79% (2019) to 90% ● stimulating learning from 79% (2019) to 90%

Target 3.2	By 2023, the average number of days absent per student will decrease from 16.5 (2019) to 12.0
Key Improvement Strategy 3.a Empowering students and building school pride	Build a shared understanding of student agency in leadership and learning at BHPS
Key Improvement Strategy 3.b Empowering students and building school pride	Develop a whole school plan to embed student agency and engagement
Key Improvement Strategy 3.c Building practice excellence	Build staff and student capabilities to activate student agency and engagement focused on student learning
Goal 4	To strengthen partnerships across the whole school community
Target 4.1	By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey: <ul style="list-style-type: none"> ● Parent and community involvement from 68% (2019) to 80% ● Trust in students and parents from 64% (2019) to 80% ● Collective focus on student learning from 72% (2019) to 80% ● Staff trust in colleagues from 54% (2019) to 80%
Target 4.2	By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey: <ul style="list-style-type: none"> ● Managing bullying from (2019) 74% to 85% ● Resilience 79% (2019) to 85%

Target 4.3	<p>By 2023, improve positive percentage endorsement in <i>pride and confidence</i> from the School Performance Report:</p> <ul style="list-style-type: none"> • Sense of connectedness (students) 74% (2019) to 85% • School climate (staff) from 59% (2019) to 80% • General satisfaction (parents) 85% (2019) to 90%
Key Improvement Strategy 4.a Vision, values and culture	Review the school vision and values
Key Improvement Strategy 4.b Health and wellbeing	Embed school wide positive behaviour support processes to build student wellbeing and resilience
Key Improvement Strategy 4.c Parents and carers as partners	Build consistent communication between school and families

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2021 using school based assessment in English and Maths (PAT / Essential Assessment) we will achieve 12 months growth.</p> <p>By 2021, improve positive percentage endorsement in pride and confidence from the School Performance Report:</p> <p>Sense of connectedness (students) 74% (2019) to 80%</p> <p>School climate (staff) from 59% (2019) to 70%</p> <p>General satisfaction (parents) 85% (2019) to 90%</p>
To achieve learning growth in English and Mathematics	Yes	<p>By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements:</p> <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) to 95% • Writing 84% (2018) to 95% • Number and Algebra 87% (2018) to 95% 	<p>By the end of 2021 increase the percentage of students achieving at or above expected level in Teacher Judgements:</p> <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) to 95% • Writing 84% (2018) to 90% • Number and Algebra 87% (2018)

			to 90% In 2021 using school based assessment in English and Maths (PAT / Essential Assessment) we will achieve 12 months growth.
		By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> • Reading from 76.1% (2019) to 95% • Writing from 68.1% (2019) to 95% • Numeracy from 85.3% (2019) to 98% 	By the end of 2021, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> • Reading from 76.1% (2019) to 80% • Writing from 68.1% (2019) to 75% • Numeracy from 85.3% (2019) to 90%
		By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5 <ul style="list-style-type: none"> • Reading (2019) 60% • Writing (2019) 54% • Numeracy (2019) 48% 	By the end of 2021, 70% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5
To improve the engagement of all students in their learning	No	By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey: <ul style="list-style-type: none"> • student voice and agency 64% (2019) to 80% • self-regulation and goal setting from 87% (2019) to 95% 	

		<ul style="list-style-type: none"> • sense of confidence from 79% (2019) to 90% • stimulating learning from 79% (2019) to 90% 	
		By 2023, the average number of days absent per student will decrease from 16.5 (2019) to 12.0	
To strengthen partnerships across the whole school community	No	<p>By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey:</p> <ul style="list-style-type: none"> • Parent and community involvement from 68% (2019) to 80% • Trust in students and parents from 64% (2019) to 80% • Collective focus on student learning from 72% (2019) to 80% • Staff trust in colleagues from 54% (2019) to 80% 	
		<p>By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Managing bullying from (2019) 74% to 85% • Resilience 79% (2019) to 85% 	
		<p>By 2023, improve positive percentage endorsement in <i>pride and confidence</i> from the School Performance Report:</p> <ul style="list-style-type: none"> • Sense of connectedness (students) 74% (2019) to 85% • School climate (staff) from 59% (2019) to 80% 	

		<ul style="list-style-type: none"> • General satisfaction (parents) 85% (2019) to 90% 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>In 2021 using school based assessment in English and Maths (PAT / Essential Assessment) we will achieve 12 months growth.</p> <p>By 2021, improve positive percentage endorsement in pride and confidence from the School Performance Report:</p> <p>Sense of connectedness (students) 74% (2019) to 80% School climate (staff) from 59% (2019) to 70% General satisfaction (parents) 85% (2019) to 90%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	
<p>Goal 2</p>	<p>To achieve learning growth in English and Mathematics</p>	
<p>12 Month Target 2.1</p>	<p>By the end of 2021 increase the percentage of students achieving at or above expected level in Teacher Judgements:</p> <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) to 95% • Writing 84% (2018) to 90% • Number and Algebra 87% (2018) to 90% <p>In 2021 using school based assessment in English and Maths (PAT / Essential Assessment) we will achieve 12 months growth.</p>	
<p>12 Month Target 2.2</p>	<p>By the end of 2021, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 76.1% (2019) to 80% • Writing from 68.1% (2019) to 75% • Numeracy from 85.3% (2019) to 90% 	
<p>12 Month Target 2.3</p>	<p>By the end of 2021, 70% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Building practice excellence</p>	<p>Implement and embed a consistent PLC inquiry approach</p>	<p>Yes</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>Build teacher capabilities to use agreed formative assessment approaches to plan for teaching and learning</p>	<p>No</p>

KIS 3 Building practice excellence	Embed consistent implementation of the BHPS instructional model	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.	In the strategic plan review in 2019 it was noted that through the school's previous strategic plan and Annual Implementation Plan (AIP) that is aligned with the Black Hill vision and values the BHPS leadership and school improvement team have been engaged in a clear and purposeful improvement agenda, with high expectations for staff alignment and practice consistency. However expectations for student learning have not been consistent. Low levels of staff morale and trust were evident amongst a small number of staff and were confirmed at leadership and teacher focus groups which is a barrier to developing a collaborative and whole-school improvement culture. Remote learning in 2020 has impacted on practice consistency in whole school approaches, and professional accountability.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>In 2021 using school based assessment in English and Maths (PAT / Essential Assessment) we will achieve 12 months growth.</p> <p>By 2021, improve positive percentage endorsement in pride and confidence from the School Performance Report:</p> <p>Sense of connectedness (students) 74% (2019) to 80% School climate (staff) from 59% (2019) to 70% General satisfaction (parents) 85% (2019) to 90%</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>With staff input establish a targeted support program for students that includes a small group tutoring program and extension opportunities</p> <p>Prioritise curriculum essentials: mathematics, reading and writing. Ensuring that 5 hours for each of these areas is done weekly within the classroom in line with our agreed instructional model.</p>
Outcomes	<p>Students in need of targeted academic catch up will be identified and supported in both the classroom and tutoring program.</p> <p>Students in need of targeted academic extension will be identified and supported in the classroom.</p> <p>Teachers consistently implement the agreed assessment schedule with a focus on formative assessment to track students, plan and implement teaching for their learning needs.</p>
Success Indicators	<p>Teachers formative assessment data and teacher judgement data is documented</p> <p>Students in need of academic catch up or extension are tracked and monitored at a PLT level</p> <p>Individual or tailored level - Data used to identify students for tailored supports including intervention, catch up and extension.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a criteria for identifying students requiring catch up and extension using teacher judgements and beginning of year assessment data and observations	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Track identified students at a PLT level using: F&P guided reading (recording forms) Essential assessment Moderation of writing each term	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Interventions - education support credit budget	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure all students have access to digital technologies years 3 - 6 1:1 years P - 2 6 devices per classroom and class set maker space	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Student support groups are conducted with all necessary staff Integration 5101 \$2800 SSG ES \$3000 SSG CRT \$300 oncost	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,400.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			

Actions	Ensure all students can re-engage in all forms of specialist spaces and curriculum. (Performing Arts, visual arts, physical education, library and maker space.) Build / strengthen relationships and engage with at risk students utilising Dewey the school therapy dog			
Outcomes	Teachers and leaders will integrate social and emotional learning (RRRR and whole school wide positive behaviour) into school practice policies and programs At risk students will be identified (using the risk scale) and receive targeted support in a timely manner at classroom level tier 1 & 2 and then referral to appropriate agencies tier 3.			
Success Indicators	Risk scale - data Snap shot - data that shows teacher, parent and agency concerns Documentation of strategies in student well being plans, behaviour support plans, student snap shots and individual learning plans			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student support group work with the therapy dog Dewey and his handler Jodie - (credit budget equity)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,697.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify students at risk using the risk scale at a PLT level and develop student well being plans, behaviour support plans, student snap shots and individual learning plans as appropriate.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers plan and implement access to the Makerspace to support increased student engagement, voice and agency	<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
Social emotional learning topics 1 - 4 will be scheduled and implemented by every classroom teacher	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Provide access to educational opportunities, resources and services to support student wellbeing \$1300 sensory toys etc \$1000 service provider \$4485 subsidies for camps	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$6,785.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen relationships with parents, carers, kin and conduct regular pulse checks Improve the engagement of all students in their learning Develop a shared understanding of student voice and agency in learning Engage in PLC / PLT's to foster collaboration and build collective efficacy			
Outcomes	Teachers regularly connect with the parents / carers / kin of all students building strong relationships. Teachers use the High Impact Teaching strategies (HITS) within the instructional model to gauge students engagement, voice and agency in the learning Leaders will prioritise time / opportunities for staff to collaborate and build collective efficacy			
Success Indicators	Frequency of communication with parents / carers/ kin Pulse checks with parents / carers / kin Parent opinion survey results Staff opinion survey climate PLC and PLT agenda and minutes that reflect collaborative time (PLT inquiry) as a priority			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Prioritise collaboration time in PLT / PLC and share effective relationship building strategies (digital technologies)	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Record and plan for opportunities of student voice and agency and what it looks like in our classrooms at a PLT level.	<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	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers keep a log of the type (positive / negative) and frequency of communications with parents and guardians,	<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
Reimplement community events such as the family BBQ, School concert, parent helpers, new family afternoon tea etc.	<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
Goal 2	To achieve learning growth in English and Mathematics			
12 Month Target 2.1	By the end of 2021 increase the percentage of students achieving at or above expected level in Teacher Judgements: <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) to 95% • Writing 84% (2018) to 90% • Number and Algebra 87% (2018) to 90% In 2021 using school based assessment in English and Maths (PAT / Essential Assessment) we will achieve 12 months growth.			
12 Month Target 2.2	By the end of 2021, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> • Reading from 76.1% (2019) to 80% • Writing from 68.1% (2019) to 75% • Numeracy from 85.3% (2019) to 90% 			

12 Month Target 2.3	By the end of 2021, 70% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5			
KIS 1 Building practice excellence	Implement and embed a consistent PLC inquiry approach			
Actions	Build staff capacity to understand and implement a consistent inquiry approach Prioritise time during PLT for teachers to address questions of practice through PLT inquiry cycles, team planning and reflection . Prioritise time during PLT for teachers to... analyse data, research evidence based practice, plan and reflect as a team in order to address misconceptions and point of need teaching at all levels.			
Outcomes	Teachers will confidently and accurately identify the learning needs of their students that informs their teaching. PL Teams will consistently implement the agreed inquiry approach.			
Success Indicators	PL Team Inquiry will be documented by teams and shared across the school.			
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 to inform PLT inquiry cycles	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Research and implement planning/ideas based on evidence based practice as part of the inquiry cycle	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Organise professional learning on the inquiry approach for the 2021 mentor team to be used in PL teams and the purpose behind these.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

				<input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed consistent implementation of the BHPS instructional model			
Actions	Plan whole school professional learning on identified core curriculum priority areas throughout the year i.e. the instructional model Maths and English Prioritise curriculum essentials: mathematics, reading and writing. Embed consistent approaches to formative assessment . Consistent planning across PL Teams for curriculum essentials: mathematics, reading and writing Learning walks by leadership team (which may include Prin, AP, Learning Specialists, SIT leaders and Mentors) Modelled lessons and observations/ coaching by learning specialist			
Outcomes	Students will know how lessons are structured and how this supports their learning. Teachers will consistently implement the agreed Instructional model informed by the assessment schedule Access and visibility for planning and timetables is available to all staff Leaders will implement learning walks that focus on targeted instructional model elements, that involve observations and conversations with students.			
Success Indicators	PLC agenda Teacher planning that reflects the allocated times of teaching English and mathematics Documentation and data from formative assessments that informs teacher planning Student surveys Learning walks / observations Learning specialists modelled lessons and observations / coaching documentation			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Documentation of the Mathematics and English Curriculum - Teaching and learning program is easily accessible and visible for all classroom teachers	<input checked="" type="checkbox"/> Leadership Team <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

Learning advisors seek student feedback / voice on the instructional model, its consistent implementation and the extent to which their learning needs are met	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers develop a comprehensive understanding of the BHPS instructional model to ensure mastery. (review 2021 to include HITS)	<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	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders implement learning walks that focus on targeted instructional model elements, that involve observations and conversations with students.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning specialists conduct modelled lessons and observations / coaching with teachers.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$65,882.00	\$65,882.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$65,882.00	\$65,882.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Interventions - education support credit budget	from: Term 1 to: Term 4		\$10,000.00	\$10,000.00
Ensure all students have access to digital technologies years 3 - 6 1:1 years P - 2 6 devices per classroom and class set maker space	from: Term 1 to: Term 1		\$20,000.00	\$20,000.00
Student support groups are conducted with all necessary staff Integration 5101 \$2800 SSG ES \$3000 SSG CRT \$300 oncost	from: Term 1 to: Term 4		\$6,400.00	\$6,400.00
Student support group work with the therapy dog Dewey and his handler Jodie - (credit budget equity)	from: Term 1		\$22,697.00	\$22,697.00

	to: Term 4			
Provide access to educational opportunities, resources and services to support student wellbeing \$1300 sensory toys etc \$1000 service provider \$4485 subsidies for camps	from: Term 1 to: Term 3		\$6,785.00	\$6,785.00
Totals			\$65,882.00	\$65,882.00

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
Track identified students at a PLT level using: F&P guided reading (recording forms) Essential assessment Moderation of writing each term	<input checked="" type="checkbox"/> PLT Leaders <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teachers plan and implement access to the Makerspace to support increased student engagement, voice and agency	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Record and plan for opportunities of student voice and agency and what it looks like in our classrooms at a PLT level.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<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 and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year to inform PLT inquiry cycles	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Organise professional learning on the inquiry approach for the 2021 mentor team to be used in PL teams and the purpose behind these.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teachers develop a comprehensive understanding of the BHPS instructional model to ensure mastery. (review 2021 to include HITS)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site