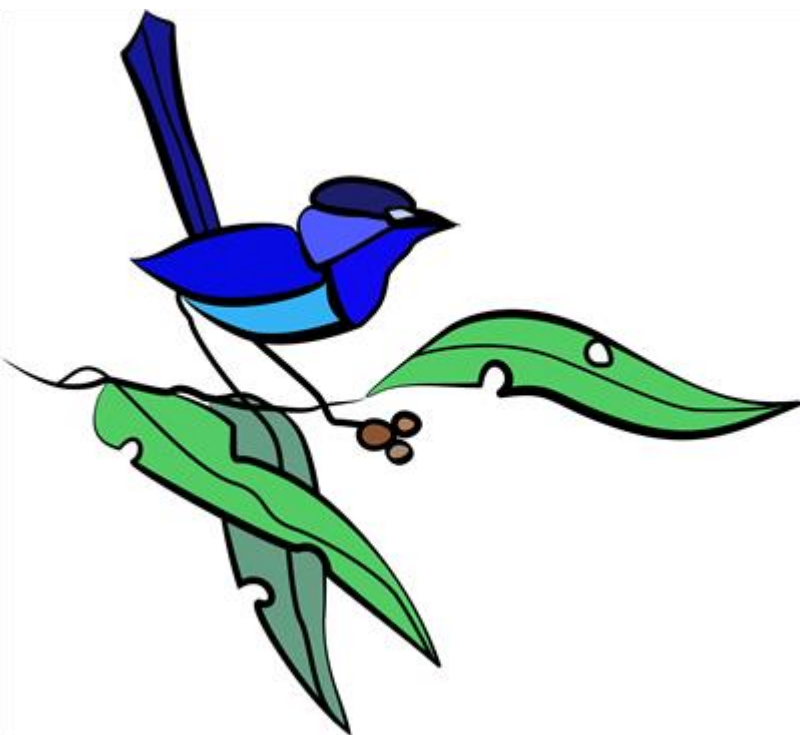


2021 Annual Implementation Plan

for improving student outcomes

Christmas Hills Primary School (1362)



Submitted for review by Jacqui Abrahams (School Principal) on 16 February, 2021 at 12:18 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 16 February, 2021 at 12:40 PM
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	Embedding
	Curriculum planning and assessment	Embedding
	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
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	The self-evaluation has identified that we are progressing well in terms of developing a culture of continual school improvement, particularly in terms of; embedding quality teaching and learning, developing a strong culture of professional learning and engaging with parents and the wider community. Despite the challenges of 2020 as a school community we have continued to work towards developing a strong culture which is focused on a shared vision and values. Our students benefit from highly individualised learning programs which are rich and student-centred. Our student centred approach is inclusive and supports each child to continually strive to achieve their learning goals in a stimulating and nurturing learning environment.
Considerations for 2021	Staff and leaders will continue to work with the wider community to develop the school as a community hub. Staff will continue to actively engage with parents as active partners, supporting the learning of their children through co-designing learning goals and regular feedback which monitors student progress.

	<p>Staff will continue to embed High Impact Teaching Strategies across the curriculum, with a particular focus on improving engagement and achievement in numeracy.</p> <p>School practices will be further enhance to shift from student-centred learning to actively engaging students to co-design rich, engaging and challenging learning tasks as we move towards a student-led learning environment which supports students to be active and responsible agents in their learning journey.</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	Improve literacy achievement outcomes and learning growth.
Target 2.1	By 2022, the three-year average for the proportion of students making high NAPLAN relative gain will be at or above 50% for reading and writing.
Target 2.2	By 2022, the three-year average for the proportion of students in the top 2 bands of NAPLAN will be at or above: <ul style="list-style-type: none"> • Year 3 - 70% in reading and 60% in writing. • Year 5 - 70% in reading and 60% in writing.
Target 2.3	By 2022, teacher judgements will show 100% of students will be at or above the expected level in reading and writing and writing.

Target 2.4	By 2022, staff survey results for <i>Use data for curriculum planning</i> will increase from 33% to 67%.
Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capacity to moderate assessment and use data to diagnose student learning needs and plan for learning. (CPA)
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build the capacity of teachers to use evidence-based high impact teaching strategies. (HITS).
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Teachers build student capacity to monitor and evaluate their own achievement and co-design aspirational goals with students. (IESA)
Goal 3	To increase student voice and agency in learning.
Target 3.1	By 2022, Attitudes to School percentage positive responses for: <ul style="list-style-type: none"> • <i>Student voice and agency</i> will increase from 80% to 92%. • <i>Motivation and interest</i> will increase from 70% to 90%. • <i>Effective teaching time</i> will increase from 83% to 92%. • <i>Self-regulation and goal setting</i> will increase from 85% to 95%. • <i>Learning confidence</i> will increase from 65% to 90%

Target 3.2	By 2022, the percentage positive response on the Parent Opinion survey for <i>Stimulating learning environment</i> will increase from 89% to 95%.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to negotiate assessment methods and criteria with students and use these to determine individual learning goals (ESBSP).
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop tools and processes for teachers to assist students to take ownership of their learning to become increasingly self-directed (IESA).
Goal 4	To improve student wellbeing, inclusion and engagement.
Target 4.1	By 2022, Staff survey percentage positive endorsement for: <ul style="list-style-type: none"> • <i>Staff trust in students and parents</i> will increase from 62% to 80%. • <i>Parent and community involvement</i> will increase from 77% to 85%.
Target 4.2	By 2022, Parent opinion survey percentage positive responses for: <ul style="list-style-type: none"> • <i>Parent participation and involvement</i> will increase from 71% to 84%. • <i>School pride and confidence</i> will increase from 88% to 95%.
Target 4.3	By 2022, Attitudes to School percentage positive responses for: <ul style="list-style-type: none"> • Resilience will increase from 75% to 90%.

	<ul style="list-style-type: none"> • Learning confidence will increase from 65% to 90%.
Key Improvement Strategy 4.a Vision, values and culture	Revise the school's values with the whole school community. (VVC)
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Implement and embed whole-school framework setting high expectations for a positive school climate. (HW)
Key Improvement Strategy 4.c Parents and carers as partners	Build the capacity of staff to foster meaningful partnerships with parents and carers. (PCP).

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>CURRICULUM PLANNING AND ASSESSMENT</p> <p>By the end of 2021, Teacher judgement data will show that all students will have achieved a minimum of 12 months growth in a 12 month period in reading, writing and mathematics. In 2020 our Teacher judgement data showed this was achieved by 80% of students in reading, 86% of students in writing and 100% of students in mathematics.</p> <p>By the end of 2021, Fountas and Pinnell Benchmark Assessment Data will show that all students have achieved a minimum of 12 months growth in a 12 month period in reading. In 2020 our Fountas and Pinnell Benchmark Assessment Data showed that 87% of our students achieved a minimum of 12 months growth in a 12 month period in reading.</p> <p>In 2020 our VCOP Writing Criterion rubrics show that 87% of our students achieved a minimum of 12 mths growth in</p>

			<p>a 12mth period in writing. By the end of 2021 this will have increased to 100%.</p> <p>By the end of 2021, PATMaths will show that all students have shown that more than 80% of our students are achieving at or above the age expected results (2020; 69%).</p> <p>HEALTH AND WELL BEING</p> <p>By the end of 2021, SWPBS Self-Assessment Survey will show that at least 90% of Tier 1 Goals have been achieved. (2020 Data is not available)</p> <p>By the end of 2021, Attitudes to School percentage positive responses for Resilience and Learning Confidence will be higher than 80%. In 2020 these results were NA for Resilience and 50% Learning Confidence, 2019; 67% and 72% respectfully</p> <p>BUILDING COMMUNITIES</p> <p>By the end of 2021, Staff survey percentage positive endorsement for; * staff trust in students and parents will be higher than 75% (2020; NA, 2019; 42%) *Parent and community involvement will be higher than 80% (2020; NA, 2019; 80%)</p> <p>By the end of 2021, Parent opinion survey percentage positive responses for; * parent participation and involvement will</p>
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			increase to higher than 80% (2020; 75%) * school pride and confidence will increase to higher than 90% (2020; 75%)
Improve literacy achievement outcomes and learning growth.	No	By 2022, the three-year average for the proportion of students making high NAPLAN relative gain will be at or above 50% for reading and writing.	
		By 2022, the three-year average for the proportion of students in the top 2 bands of NAPLAN will be at or above: <ul style="list-style-type: none"> • Year 3 - 70% in reading and 60% in writing. • Year 5 - 70% in reading and 60% in writing. 	
		By 2022, teacher judgements will show 100% of students will be at or above the expected level in reading and viewing and writing.	
		By 2022, staff survey results for <i>Use data for curriculum planning</i> will increase from 33% to 67%.	
To increase student voice and agency in learning.	Yes	By 2022, Attitudes to School percentage positive responses for: <ul style="list-style-type: none"> • <i>Student voice and agency</i> will increase from 80% to 92%. • <i>Motivation and interest</i> will increase from 70% to 90%. • <i>Effective teaching time</i> will increase from 83% to 92%. • <i>Self-regulation and goal setting</i> will increase from 85% to 95%. 	By the end of 2021, Attitudes to School percentage positive responses for; student voice and agency will be higher than 85% (2020; 65%) Motivation and interest will be higher than 80% (2020; 50%) Effective teaching time will be higher than

		<ul style="list-style-type: none"> • <i>Learning confidence</i> will increase from 65% to 90% 	90% (2020; 75%) Self-regulation and goal setting will be higher than 90% (2020; 70%) Learning confidence will be higher than 80% (2020; 50%)
		By 2022, the percentage positive response on the Parent Opinion survey for <i>Stimulating learning environment</i> will increase from 89% to 95%.	By the end of 2021, the percentage positive response on the Parent Opinion survey for <i>Stimulating learning environment</i> will be higher than 92% (2020; 75%)
To improve student wellbeing, inclusion and engagement.	No	By 2022, Staff survey percentage positive endorsement for: <ul style="list-style-type: none"> • <i>Staff trust in students and parents</i> will increase from 62% to 80%. • <i>Parent and community involvement</i> will increase from 77% to 85%. 	
		By 2022, Parent opinion survey percentage positive responses for: <ul style="list-style-type: none"> • <i>Parent participation and involvement</i> will increase from 71% to 84%. • <i>School pride and confidence</i> will increase from 88% to 95%. 	
		By 2022, Attitudes to School percentage positive responses for: <ul style="list-style-type: none"> • Resilience will increase from 75% to 90%. • Learning confidence will increase from 65% to 90%. 	

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Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>CURRICULUM PLANNING AND ASSESSMENT</p> <p>By the end of 2021, Teacher judgement data will show that all students will have achieved a minimum of 12 months growth in a 12 month period in reading, writing and mathematics. In 2020 our Teacher judgement data showed this was achieved by 80% of students in reading, 86% of students in writing and 100% of students in mathematics.</p> <p>By the end of 2021, Fountas and Pinnell Benchmark Assessment Data will show that all students have achieved a minimum of 12 months growth in a 12 month period in reading. In 2020 our Fountas and Pinnell Benchmark Assessment Data showed that 87% of our students achieved a minimum of 12 months growth in a 12 month period in reading.</p> <p>In 2020 our VCOP Writing Criterion rubrics show that 87% of our students achieved a minimum of 12 mths growth in a 12mth period in writing. By the end of 2021 this will have increased to 100%.</p> <p>By the end of 2021, PATMaths will show that all students have shown that more than 80% of our students are achieving at or above the age expected results (2020; 69%).</p> <p>HEALTH AND WELL BEING</p> <p>By the end of 2021, SWPBS Self-Assessment Survey will show that at least 90% of Tier 1 Goals have been achieved. (2020 Data is not available)</p> <p>By the end of 2021, Attitudes to School percentage positive responses for Resilience and Learning Confidence will be higher than 80%. In 2020 these results were NA for Resilience and 50% Learning Confidence, 2019; 67% and 72% respectfully</p> <p>BUILDING COMMUNITIES</p> <p>By the end of 2021, Staff survey percentage positive endorsement for; * staff trust in students and parents will be higher than 75% (2020; NA, 2019; 42%) *Parent and community involvement will be higher than 80% (2020; NA, 2019; 80%)</p>

	By the end of 2021, Parent opinion survey percentage positive responses for; * parent participation and involvement will increase to higher than 80% (2020; 75%) * school pride and confidence will increase to higher than 90% (2020; 75%)	
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
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.	
Goal 2	To increase student voice and agency in learning.	
12 Month Target 2.1	By the end of 2021, Attitudes to School percentage positive responses for; student voice and agency will be higher than 85% (2020; 65%) Motivation and interest will be higher than 80% (2020; 50%) Effective teaching time will be higher than 90% (2020; 75%) Self-regulation and goal setting will be higher than 90% (2020; 70%) Learning confidence will be higher than 80% (2020; 50%)	
12 Month Target 2.2	By the end of 2021, the percentage positive response on the Parent Opinion survey for Stimulating learning environment will be higher than 92% (2020; 75%)	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher capacity to negotiate assessment methods and criteria with students and use these to determine individual learning goals (ESBSP).	Yes
KIS 2 Intellectual engagement and self-awareness	Develop tools and processes for teachers to assist students to take ownership of their learning to become increasingly self-directed (IESA).	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of student agency, especially in terms of ensuring that the school has embedded practices which provide students with regular opportunities to reflect on their learning to suggest improvements for the school operations as well as being active agents co-designing their curriculum and learning goals alongside their teachers and families.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>CURRICULUM PLANNING AND ASSESSMENT</p> <p>By the end of 2021, Teacher judgement data will show that all students will have achieved a minimum of 12 months growth in a 12 month period in reading, writing and mathematics. In 2020 our Teacher judgement data showed this was achieved by 80% of students in reading, 86% of students in writing and 100% of students in mathematics.</p> <p>By the end of 2021, Fountas and Pinnell Benchmark Assessment Data will show that all students have achieved a minimum of 12 months growth in a 12 month period in reading. In 2020 our Fountas and Pinnell Benchmark Assessment Data showed that 87% of our students achieved a minimum of 12 months growth in a 12 month period in reading.</p> <p>In 2020 our VCOP Writing Criterion rubrics show that 87% of our students achieved a minimum of 12 mths growth in a 12mth period in writing. By the end of 2021 this will have increased to 100%.</p> <p>By the end of 2021, PATMaths will show that all students have shown that more than 80% of our students are achieving at or above the age expected results (2020; 69%).</p> <p>HEALTH AND WELL BEING</p> <p>By the end of 2021, SWPBS Self-Assessment Survey will show that at least 90% of Tier 1 Goals have been achieved. (2020 Data is not available)</p> <p>By the end of 2021, Attitudes to School percentage positive responses for Resilience and Learning Confidence will be higher than 80%. In 2020 these results were NA for Resilience and 50% Learning Confidence, 2019; 67% and 72% respectfully</p> <p>BUILDING COMMUNITIES</p> <p>By the end of 2021, Staff survey percentage positive endorsement for; * staff trust in students and parents will be higher than 75% (2020; NA, 2019; 42%) *Parent and community involvement will be higher than 80% (2020; NA, 2019; 80%)</p> <p>By the end of 2021, Parent opinion survey percentage positive responses for;</p>

	<p>* parent participation and involvement will increase to higher than 80% (2020; 75%)</p> <p>* school pride and confidence will increase to higher than 90% (2020; 75%)</p>
KIS 1 Curriculum planning and assessment	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 - Research, Develop and Plan whole school professional learning opportunities which focus on identified core-curriculum priority areas throughout the year. These will include the Victorian Teaching and Learning Model, Numeracy, and the PLC approach. <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> - Prioritise curriculum 'essentials': mathematics, reading, writing and science. - Establish/Support staff to embed the use of data walls - Build students' self-awareness and metacognitive skills <p>INDIVIDUAL AND TAILORED LEVEL</p> <ul style="list-style-type: none"> - With staff input, establish a targeted support program for students - 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 - Teachers and support staff will have a consistent understanding of core-curriculum priority areas <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> - Teachers will develop an understanding of curriculum essentials to ensure mastery - 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 will experience success and celebrate the acquisition of knowledge - All students will have an area of need identified and receive support through a targeted tutoring program either individually, or in a

	<p>small group</p> <ul style="list-style-type: none"> - Nominated or relevant teachers and leaders will establish a tutoring approach which uses a range of intervention, individual extension and small group tutoring to meet the needs of individual students - Students will know what their next steps are to progress their learning 			
<p>Success Indicators</p>	<p>WHOLE SCHOOL LEVEL</p> <ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data will show that all students have achieved a minimum of 2 years growth from 2019-2021 in reading, writing and number - Classroom observations and learning walks demonstrating take up of professional learning strategies <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> - Documentation and data from formative 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 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$200.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the timetable to ensure curriculum essentials are prioritised	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish processes for using the PLC Inquiry Cycle to facilitate regular moderation of assessment to identify student needs and monitor growth	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with parents/carers to ensure appropriate supports	<input checked="" type="checkbox"/> All Staff <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
Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule Professional Learning around core curriculum priorities, particularly numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> - Establish and embed routines and prioritise time in the school day and classes to revisit these regularly - Refine whole school approach to well being through continued implementation of SWPBS to consider actions at the leadership, teacher and student levels <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> - Establish an agreed approach to monitoring and responding to student wellbeing concerns - Implement classroom interventions in exercise and relaxation -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"> -Build relationships and engage with all families, including those at-risk students 			
Outcomes	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Teachers and leaders will integrate social-emotional learning into school practice, policies and programs <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 - Students will feel supported and engaged and contribute to a strong classroom culture <p>INDIVIDUAL AND TAILORED LEVEL</p>			

	<ul style="list-style-type: none"> - Families will receive regular communication and support from the school - Students will experience more success in classes 			
Success Indicators	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> - Classroom and peer observations show evidence of providing students with clear and consistent behavioural expectations which relate back to our behaviour matrix as well as a focus on providing all students with specific, timely and positive feedback regarding their attitude and behaviour. - Lead a collaborative process, involving students, staff and parents which results in documentation of processes used to track incidents at CHPS. Documentation will include defining major and minor incidents and the steps followed. This will support consistent implementation of SWPBS across the school. - Lead staff professional learning which explores a range of well being programs including Resilience Project, Smiling Mind and URSTRONG. Lead staff to use their knowledge and resources available to develop a wellbeing program which is specific to the needs of CHPS. <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> - Students engagement in well being programs (feedback, participation, classroom observations) - Samples of student work <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 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> -Develop curriculum resources which reflect wellbeing and social-emotional learning focus 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00

				<input type="checkbox"/> Equity funding will be used
Research well being programs including the Resilience Project, Smiling Mind and URSTRONG. Use this information to develop documentation for well being programs at CHPS which are reflective of our school structure, culture and needs.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a regular time and process for teachers, students and families to engage with each other to plan for supporting student learning. For example week 3 of every term to co-develop Individual Learning Plans and the last week of each term to showcase student learning.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish processes for monitoring student disengagement, including lack of engagement at school, social isolation and large absences.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>WHOLE SCHOOL LEVEL</p> <ul style="list-style-type: none"> - Strengthen engagement in regional and network communities of practice - Plan for school facilities and grounds works that will mean every school is a great place to learn - Invite wider community (community groups, etc) to use school facilities and engage with the school programs <p>CLASSROOM LEVEL</p> <p>Use digital channels of communication to provide regular updates on weekly student learning programs Strengthen relationships with parents/carers/kin and conduct regular pulse checks</p> <p>INDIVIDUAL AND TAILORED LEVEL</p> <p>Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p>			

Outcomes	<p>WHOLE SCHOOL LEVEL Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin</p> <p>CLASSROOM LEVEL 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> <p>INDIVIDUAL AND TAILORED LEVEL Teachers can regularly connect with the parents/carers/kin of all students</p>			
Success Indicators	<p>Whole school surveys (SSS, AToSS) Pulse checks with parents/carers/kin Frequency of communications with parents/carers/kin Use of the school theatre and other facilities by members of the wider community Engagement with community groups and agencies to support student learning throughout the year, i.e CFA, Men's Shed, CWA, etc.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations to support student learning experiences and future enrolments.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

Engage with Nillumbik Council, local community groups and the members of the wider community to utilise the school facilities, including the theatre to host events or workshops which are available to the wider community.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Embed teaching of Aboriginal Perspectives across the curriculum, including documenting opportunities to engage with Wurundjeri elders as part of our Inquiry Scope and Sequence and Yearly planners.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate time for teachers to regularly communicate with parents/carers/kin. This includes formal processes such as; the use of weekly conferences on the Sentral Portal, information evenings, ILP discussions and student learning showcases. In addition staff will maintain regular communication with families through; discussions before and after school, emails and phone calls.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct kinder visits at least twice a year. Where possible visits would involve students visiting the kinders and vice versa.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To increase student voice and agency in learning.			
12 Month Target 2.1	By the end of 2021, Attitudes to School percentage positive responses for; student voice and agency will be higher than 85% (2020; 65%) Motivation and interest will be higher than 80% (2020; 50%) Effective teaching time will be higher than 90% (2020; 75%) Self-regulation and goal setting will be higher than 90% (2020; 70%) Learning confidence will be higher than 80% (2020; 50%)			
12 Month Target 2.2	By the end of 2021, the percentage positive response on the Parent Opinion survey for Stimulating learning environment will be higher than 92% (2020; 75%)			

KIS 1 Empowering students and building school pride	Build teacher capacity to negotiate assessment methods and criteria with students and use these to determine individual learning goals (ESBSP).			
Actions	<p>WHOLE SCHOOL LEVEL</p> <ul style="list-style-type: none"> - Develop goal setting processes which are consistent across the school and provide a structure which allow; students to work collaboratively with staff to co-design learning goals and monitor their achievement, whilst also using data to inform, monitor and evaluate learning goals. - Build staff capacity to engage students in co-designing learning goals and assessment criteria which meet the individual learning needs of each student. - Engage in Professional Learning focused on Amplify and effective goal setting. <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> - Build students' self-awareness and meta-cognitive skills - Revise the approach to setting and monitoring individual learning goals 			
Outcomes	<ul style="list-style-type: none"> - Students will feel that they have a clear understanding of their learning goals and how their progress is monitored - Teachers will be confident in engaging with students to co-design learning goals and negotiate assessment criteria - Students will feel greater responsibility and pride for their learning and growth 			
Success Indicators	<ul style="list-style-type: none"> - Student goals will show that students are becoming increasingly self-aware and reflective of their progress - Student goals will show that teachers are able to use data to effectively monitor student progress - Assessment data will be referred to in student goals and used to track progress 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop goal setting process which involves students and teachers co-designing learning goals and assessment criteria.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Conduct Professional Learning on effective use of student agency to co-design student learning goals and assessment criteria. This Professional Learning will include the use of DET Amplify.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff collaboratively design a template for goal setting and monitoring progress	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff develop a set of CHPS norms for student goal setting and tracking progress	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students reflect on their achievements in Learning Showcases each term.	<input checked="" type="checkbox"/> All Staff <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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$5,000.00

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 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

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"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review the timetable to ensure curriculum essentials are prioritised	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Establish processes for using the PLC Inquiry Cycle to facilitate regular moderation of assessment to identify student needs and monitor	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Shared off-site venue

growth			<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums		for NESST Schools
Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Tutoring resources and guidance	<input checked="" type="checkbox"/> On-site
Schedule Professional Learning around core curriculum priorities, particularly numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Departmental resources Numeracy Toolkit	<input checked="" type="checkbox"/> On-site
WHOLE SCHOOL -Develop curriculum resources which reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Amplify and other well being resources	<input checked="" type="checkbox"/> On-site
Research well being programs including the Resilience Project, Smiling Mind and URSTRONG. Use this information to develop documentation for well being programs at CHPS which are reflective of our school structure, culture and needs.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Resilience Project/Smiling Mind/URSTRONG	<input checked="" type="checkbox"/> On-site

Develop goal setting process which involves students and teachers co-designing learning goals and assessment criteria.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Conduct Professional Learning on effective use of student agency to co-design student learning goals and assessment criteria. This Professional Learning will include the use of DET Amplify.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Staff collaboratively design a template for goal setting and monitoring progress	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff develop a set of CHPS norms for student goal setting and tracking progress	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site