

2021 Annual Implementation Plan

for improving student outcomes

Meadows Primary School (5524)



Submitted for review by Anthony Potesta (School Principal) on 15 December, 2020 at 02:33 PM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 20 April, 2021 at 10:09 AM
Endorsed by Wissam Ayache (School Council President) on 20 May, 2021 at 03:16 PM

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	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	See uploaded documents
Considerations for 2021	Whole school intervention program will be introduced in 2021 to cater for the large number of students identified 'at risk' with their learning due to the impact of Covid during 2020. Wellbeing supports for all school community will continue to be a driving factor in 2021.
Documents that support this plan	Meadows PS 2021 AIP Literacy.docx (0.03 MB) Meadows PS 2021 AIP Numeracy.docx (0.03 MB) Meadows PS 2021 AIP Wellbeing.docx (0.02 MB)

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 improve achievement and learning growth for all students in reading and number.
Target 2.1	<p>The percentage of students assessed at high growth in NAPLAN reading from Year 3 to Year 5 to increase from 0% in 2017 to 15% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN reading from Year 5 to Year 7 to increase from 15% in 2017 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 3 to increase from 21% in 2017 to 30% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 5 to increase from 0% in 2017 to 10% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN reading in Year 3 to decrease from 23% in 2017 to 10% in 2021.</p>

	<p>The percentage of students in the bottom two bands for NAPLAN reading in Year 5 to decrease from 63% in 2017 to 50% in 2021.</p>
Target 2.2	<p>The percentage of students assessed at high growth in NAPLAN number from Year 3 to Year 5 to increase from 17% in 2017 to 25% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN number from Year 5 to Year 7 to increase from 20% in 2017 to 35% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 3 to increase from 9% in 2017 to 18% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 5 to increase from 0% in 2017 to 10% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 3 to decrease from 44% in 2017 to 30% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 5 to decrease from 41% in 2017 to 30% in 2021.</p>
Key Improvement Strategy 2.a Building practice excellence	Embed teacher knowledge, skills and dispositions in teaching mathematics.
Key Improvement Strategy 2.b Curriculum planning and assessment	Implement a holistic approach to curriculum planning and assessment.

Goal 3	To develop student agency - academically, socially and emotionally.
Target 3.1	<p><u>DOMAIN: EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT</u></p> <p>Effective teaching time (positive response) moving from 81% in 2017 to 90% by 2021.</p> <p>Stimulated learning (positive response) moving from 70% in 2017 to 80% by 2021.</p> <p><u>DOMAIN: LEARNER CHARACTERISTICS AND DISPOSITION</u></p> <p>Self-regulation and goal setting (positive response) moving from 80% in 2017 to 90% by 2021.</p> <p><u>DOMAIN: SOCIAL ENGAGEMENT</u></p> <p>Student voice and agency (positive response) moving from 57% in 2017 to 70% by 2021.</p> <p><u>DOMAIN: STUDENT SAFETY</u></p> <p>Respect for diversity (positive response) moving 65% in 2017 to 75% by 2021.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Provide opportunities for students to exercise authentic agency in their own learning
Goal 4	To establish cohesive school wide inclusive education frameworks
Target 4.1	<u>DOMAIN: PARENT COMMUNITY ENGAGEMENT</u>

	<p>Parent participation and involvement (positive response) moving from 76% in 2017 to 90% by 2021.</p> <p>Teacher communication (positive response) moving from 65% in 2017 to 80% by 2021.</p> <p><u>DOMAIN: SCHOOL ETHOS AND ENVIRONMENT</u></p> <p>School pride and confidence (positive response) moving from 70% in 2017 to 90% by 2021.</p> <p><u>DOMAIN: STUDENT DEVELOPMENT</u></p> <p>Student agency and voice (positive response) moving from 80% in 2017 to 95% by 2021.</p> <p><u>DOMAIN: SAFETY</u></p> <p>Respect for diversity (positive response) moving from 85% in 2017 to 95% by 2021.</p> <p><u>DOMAIN: CONNECTION AND PROGRESSION</u></p> <p>School connectedness (positive response) moving from 82% in 2017 to 90% by 2021.</p>
<p>Key Improvement Strategy 4.a Setting expectations and promoting inclusion</p>	<p>Develop targeted tier 2 wellbeing processes to support the social, emotional and mental health of our students</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	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>Differentiated Learning Challenge at 90% by 2021 (Learning, catch-up and extension priority)</p> <p>Resilience (positive response) at 78% by 2021 (Happy, active and healthy kids priority)</p> <p>Sense of Inclusion (positive response) at 93% by 2021(Connected schools priority)</p>
To improve achievement and learning growth for all students in reading and number.	Yes	<p>The percentage of students assessed at high growth in NAPLAN reading from Year 3 to Year 5 to increase from 0% in 2017 to 15% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN reading from Year 5 to Year 7 to increase from 15% in 2017 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 3 to increase from 21% in 2017 to 30% in 2021.</p>	<p>The percentage of students assessed at high growth in NAPLAN reading from Year 3 to Year 5 to increase from 17% in 2019 to 22% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN reading from Year 5 to Year 7 to increase from 23% in 2019 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 3 to increase from 22% in 2019 to 30% in 2021.</p>

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		<p>The percentage of students assessed at high growth in NAPLAN number from Year 3 to Year 5 to increase from 17% in 2017 to 25% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN number from Year 5 to Year 7 to increase from 20% in 2017 to 35% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 3 to increase from 9% in 2017 to 18% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 5 to increase from 0% in 2017 to 10% in 2021.</p>	<p>The percentage of students assessed at high growth in NAPLAN number from Year 3 to Year 5 to increase from 3% in 2019 to 10% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN number from Year 5 to Year 7 to increase from 23% in 2019 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 3 to increase from 11% in 2019 to 15% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 5 to increase from 3% in 2019 to 9% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 3</p>

		<p>The percentage of students in the bottom two bands for NAPLAN number in Year 3 to decrease from 44% in 2017 to 30% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 5 to decrease from 41% in 2017 to 30% in 2021.</p>	<p>to decrease from 47% in 2019 to 40% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 5 to decrease from 39% in 2019 to 35% in 2021.</p>
To develop student agency - academically, socially and emotionally.	Yes	<p><u>DOMAIN: EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT</u></p> <p>Effective teaching time (positive response) moving from 81% in 2017 to 90% by 2021.</p> <p>Stimulated learning (positive response) moving from 70% in 2017 to 80% by 2021.</p> <p><u>DOMAIN: LEARNER CHARACTERISTICS AND DISPOSITION</u></p> <p>Self-regulation and goal setting (positive response) moving from 80% in 2017 to 90% by 2021.</p> <p><u>DOMAIN: SOCIAL ENGAGEMENT</u></p> <p>Student voice and agency (positive response) moving from 57% in 2017 to 70% by 2021.</p> <p><u>DOMAIN: STUDENT SAFETY</u></p>	<p>Self-regulation and goal setting (positive response) at 90% by 2021.</p> <p>Student voice and agency (positive response) at 70% by 2021</p> <p>Stimulated learning (positive response) at 80% by 2021</p>

		Respect for diversity (positive response) moving 65% in 2017 to 75% by 2021.	
To establish cohesive school wide inclusive education frameworks	Yes	<p><u>DOMAIN: PARENT COMMUNITY ENGAGEMENT</u></p> <p>Parent participation and involvement (positive response) moving from 76% in 2017 to 90% by 2021.</p> <p>Teacher communication (positive response) moving from 65% in 2017 to 80% by 2021.</p> <p><u>DOMAIN: SCHOOL ETHOS AND ENVIRONMENT</u></p> <p>School pride and confidence (positive response) moving from 70% in 2017 to 90% by 2021.</p> <p><u>DOMAIN: STUDENT DEVELOPMENT</u></p> <p>Student agency and voice (positive response) moving from 80% in 2017 to 95% by 2021.</p> <p><u>DOMAIN: SAFETY</u></p> <p>Respect for diversity (positive response) moving from 85% in 2017 to 95% by 2021.</p> <p><u>DOMAIN: CONNECTION AND PROGRESSION</u></p> <p>School connectedness (positive response) moving from 82% in 2017 to 90% by 2021.</p>	<p>Respect for diversity (positive response) at 75% by 2021</p> <p>School connectedness (positive response) at 90% by 2021</p>

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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Differentiated Learning Challenge at 90% by 2021 (Learning, catch-up and extension priority) Resilience (positive response) at 78% by 2021 (Happy, active and healthy kids priority) Sense of Inclusion (positive response) at 93% by 2021 (Connected schools priority)	
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 improve achievement and learning growth for all students in reading and number.	
12 Month Target 2.1	<p>The percentage of students assessed at high growth in NAPLAN reading from Year 3 to Year 5 to increase from 17% in 2019 to 22% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN reading from Year 5 to Year 7 to increase from 23% in 2019 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 3 to increase from 22% in 2019 to 30% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 5 to increase from 11% in 2019 to 15% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN reading in Year 3 to decrease from 38% in 2019 to 25% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN reading in Year 5 to decrease from 47% in 2017 to 40% in 2021.</p>	
12 Month Target 2.2	<p>The percentage of students assessed at high growth in NAPLAN number from Year 3 to Year 5 to increase from 3% in 2019 to 10% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN number from Year 5 to Year 7 to increase from 23% in 2019 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 3 to increase from 11% in 2019 to 15% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 5 to increase from 3% in 2019 to 9% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 3 to decrease from 47% in 2019 to 40% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 5 to decrease from 39% in 2019 to 35% in 2021.</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 1 Building practice excellence	Embed teacher knowledge, skills and dispositions in teaching mathematics.	Yes
KIS 2 Curriculum planning and assessment	Implement a holistic approach to curriculum planning and assessment.	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.	<p>Many of the areas identified in the 2020 AIP, will be carried forward and applied to the 2021 AIP. It is important to build strong foundations in these areas before moving on without a solid understanding.</p> <p>Our data is slowly improving but is still low compared to like schools and school within our network. The self evaluation shows our next steps and focusing in on these KIS will allow us to achieve our intended targets.</p> <p>Our actions continued throughout the year and teachers applied their professional knowledge across aspects of remote learning, and once students returned to school in term 4</p> <p>Curriculum teams (literacy and mathematics) were reestablished during remote learning to address success indicators</p>	
Goal 3	To develop student agency - academically, socially and emotionally.	
12 Month Target 3.1	<p>Self-regulation and goal setting (positive response) at 90% by 2021.</p> <p>Student voice and agency (positive response) at 70% by 2021</p> <p>Stimulated learning (positive response) at 80% by 2021</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Provide opportunities for students to exercise authentic agency in their own learning	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>Many of the areas identified in the 2020 AIP, are carried forward and applied to the 2021 AIP. It is important to build strong foundations in these areas before moving on without a solid understanding Staff attempted to address the KIS and actions, and to some extent, some teachers were able to achieve success against the indicators. However, this was not consistent practice across the school due to remote learning and the impact of Covid 19. The impact of Covid, and the return of students to school in term 4, has highlight the absolute need to have tier 1 supports with embedded with fidelity across the school.</p>	
<p>Goal 4</p>	<p>To establish cohesive school wide inclusive education frameworks</p>	
<p>12 Month Target 4.1</p>	<p>Respect for diversity (positive response) at 75% by 2021 School connectedness (positive response) at 90% by 2021</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Setting expectations and promoting inclusion</p>	<p>Develop targeted tier 2 wellbeing processes to support the social, emotional and mental health of our students</p>	<p>Yes</p>
<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>Many of the KIS and targets for 2020 were not met due to Covid. However, additional needs were identified and the school started working in the area of Inclusive Education practices. A whole school Inclusive PLC was established and an inquiry into inclusive practices was started. This will be the focus of much of our work leading into 2021.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Differentiated Learning Challenge at 90% by 2021 (Learning, catch-up and extension priority) Resilience (positive response) at 78% by 2021 (Happy, active and healthy kids priority) Sense of Inclusion (positive response) at 93% by 2021(Connected schools priority)
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of literacy and numeracy intervention (tutoring) program Implement systems for the collection of and analysis of literacy and numeracy data
Outcomes	Whole School Level: Teachers will confidently and accurately identify student learning needs of their students Classroom Level: Teachers and leaders will provide regular feedback on students progress through data and assessment Individual and Tailored Level: Students in need of targeted literacy and numeracy support will be identified and engage in small group tutoring
Success Indicators	Individual and Tailored Level: Students identified are engaged in, and have access to differentiated learning supports Classroom Level: Establish clear procedures for students on literacy and numeracy intervention programs Provide 'up-to-date' data for intervention staff Follow agreed processes for identifying the students who are to engage in intervention Update parents on student progress and achievement

	<p>Whole School Level: Support teachers to select students for intervention Notify parents of students engaging in intervention and outline their program Support intervention learning from home Provide updates on student progress (to parents and teachers) Collect, analyse and use student data for next steps</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students selected for intervention	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$157,000.00 <input type="checkbox"/> Equity funding will be used
Intervention program initiated	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$157,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Support all staff to embed trauma informed practices across the school			
Outcomes	<p>Whole School Level: All staff will incorporate trauma informed practices across the school</p> <p>Classroom Level: Teachers will embed tier 1, universal wellbeing and engagement practices</p> <p>Individual and Tailored Level: Students with tier 2 and tier 3 behaviours will receive individualised support with regular monitoring and student support</p>			

Success Indicators	<p>Individual and Tailored Level: Students develop individual 'ready to learn' plans Students have knowledge and understanding of school wide supports</p> <p>Classroom Level: Ensure universal 'tier 1' supports are visible across the school Engage in BSEM training (4 days for new staff) and upskilling PL for existing staff Observe tier 1 teacher/ES practices</p> <p>Whole School Level: Support teachers to implement (for new staff) and embed (existing staff) universal supports As learning specialist, invite staff to observe practice Provide time for triads to engage in Peer to Peer Consults Plan and guide whole school BSEM PL</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
New staff engage in BSEM training	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Re-establish onsite involvement and connections with school community members Strengthen teacher/parent partnerships Integrate BSEM strategies with kinder staff			
Outcomes	Whole School Level: All staff will develop strong relationships with families Classroom Level:			

	Students will feel included and connected to Meadows Primary School			
	Individual and Tailored Level: All students will be connected to resources and learning opportunities			
Success Indicators	<p>Whole School Level: Re-establish Meadows Advisory Group (MAG) Liaise with Community Hub leader to promote programs for adults Promote whole school events focused on strengthening connections Track student attendance data and meet with families with attendance concerns Meet regularly with Kinder staff about BSEM implementation</p> <p>Classroom Level: Communicate regularly with parents regarding student learning and social and emotional development Continue to use Class Dojo as the preferred mode of communication Invite families to events within each team</p> <p>Individual and Tailored Level: Improved attendance across all year levels</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Track student attendance data	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Re-establish MAG	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve achievement and learning growth for all students in reading and number.			

12 Month Target 2.1	<p>The percentage of students assessed at high growth in NAPLAN reading from Year 3 to Year 5 to increase from 17% in 2019 to 22% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN reading from Year 5 to Year 7 to increase from 23% in 2019 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 3 to increase from 22% in 2019 to 30% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN reading in Year 5 to increase from 11% in 2019 to 15% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN reading in Year 3 to decrease from 38% in 2019 to 25% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN reading in Year 5 to decrease from 47% in 2017 to 40% in 2021.</p>
12 Month Target 2.2	<p>The percentage of students assessed at high growth in NAPLAN number from Year 3 to Year 5 to increase from 3% in 2019 to 10% in 2021.</p> <p>The percentage of students assessed at high growth in NAPLAN number from Year 5 to Year 7 to increase from 23% in 2019 to 25% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 3 to increase from 11% in 2019 to 15% in 2021.</p> <p>The percentage of students in the top two bands for NAPLAN number in Year 5 to increase from 3% in 2019 to 9% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 3 to decrease from 47% in 2019 to 40% in 2021.</p> <p>The percentage of students in the bottom two bands for NAPLAN number in Year 5 to decrease from 39% in 2019 to 35% in 2021.</p>
KIS 1 Building practice excellence	Embed teacher knowledge, skills and dispositions in teaching mathematics.
Actions	Develop continuity of practice in planning and assessment Develop knowledge and understanding of implementing the four proficiencies in mathematics Embed dispositions in mathematics
Outcomes	Whole School Level: Teachers will have deep understanding of mathematics curriculum

	<p>Classroom Level: Teachers will develop understanding of mathematics curriculum to mastery</p> <p>Individual and Tailored Level: Students will know their 'next steps' to progress their learning</p>
<p>Success Indicators</p>	<p>Whole School Level: Update handbooks to reflect school approaches and practices Lead whole school PLC inquiries focused on curriculum knowledge building, pedagogies around teaching mathematics, the four proficiencies and assessment practices Create Meadows Numeracy Block Document as a companion to the instructional model Supporting teachers to identify and screen students for intervention LTs fishbowl planning session with teams and provide feedback using observation guidelines LTs will reflect on planning documents and provide modelling, mentoring and planning support for identified planning needs LTs provide observations to SIT focusing on where to next based on 3 actioned areas LTs support teachers in planning for the four proficiencies, developmental sequences and dispositions</p> <p>Classroom Level: Embed the maths instructional model in their mathematics lessons Use the Numeracy Block alongside the instructional model to guide their practice Plan units using developmental mathematics learning progressions and plan for developmental sequences Plan for student use of the 4 proficiencies with open ended/challenge based tasks Plan for, model and promote use of the MPS dispositions Monitor and assess student learning using maths conferences Respond to feedback based on curriculum planning and assessment make developmental sequences visible to students to support student goal setting Engage in weekly PLC discussions (ongoing moderation), to identify next steps for learning using the learning progressions and students' work samples Identifying students who need screening for intervention</p> <p>Individual and Tailored Level: Reflect on their learning to identify their next steps and set goals (using rubrics, visible developmental sequences, worked examples, pre assessments, maths journals) Reflect on themselves as a learner using the mathematics dispositions Use the 4 proficiencies when working through mathematical learning</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school PL around misconceptions in mathematics	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Student Shadowing	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Implement a holistic approach to curriculum planning and assessment.			
Actions	Develop continuity of practice in planning and assessment of reading and writing Integrate learning areas and capabilities, pedagogy and assessment into a sequential program of learning Implement accurate assessment processes including assessment mapping and moderation			
Outcomes	Whole School Level: Development of assessment schedule Classroom Level: Teachers develop understanding of TLC Teachers consistently implement assessment schedule Individual and Tailored Level: Students will know their 'next steps' to progress their learning			

Success Indicators	<p>Whole School Level: Develop unit design scope and sequence Update handbooks to reflect school approaches and practices Lead whole school PLC inquiries LTs fishbowl planning session with teams and provide feedback using observation guidelines LTs provide feedback to SIT focusing on observations based on 3 actioned areas Create F-2 and 3-6 literacy Block model Create TLC unit design overview and planning document</p> <p>Classroom Level: Create model texts at the level of a high-achieving student and identify key language features and structures Create a rubric that illustrates a learning progression Create annotated model texts at different levels of achievement referencing the rubric and model text Plan unit designs following the MPS Scope and Sequence and TLC planning overview and guide Plan phonics/word study lesson according the MPS scope and Sequence Engage in weekly PLC discussions (ongoing moderation), to identify next steps for learning using the learning progressions and students' work samples</p> <p>Individual and Tailored Level: Reflect on their learning using assessment strategies Develop portfolios of evidence to demonstrate learning Participate in Student Led Conferences</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Synthetic phonics model implementation and whole school reading approach (supported by Science of Language and Reading)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Cumulative Literacy (CL) project	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
Goal 3	To develop student agency - academically, socially and emotionally.			
12 Month Target 3.1	Self-regulation and goal setting (positive response) at 90% by 2021. Student voice and agency (positive response) at 70% by 2021 Stimulated learning (positive response) at 80% by 2021			
KIS 1 Empowering students and building school pride	Provide opportunities for students to exercise authentic agency in their own learning			
Actions	Develop whole school understanding of student agency in curriculum development and learning Implement whole school practices to support students to reflect on, and direct their learning			
Outcomes	Whole School Level: Teachers and ES understand how to incorporate student agency to enhance engagement in learning Classroom Level: Teachers support and scaffold development of student led, learning goals Individual and Tailored Level: Students are able to design learning goals that meet their needs			
Success Indicators	Whole School Level: Establish processes for sharing, collecting and analysing student voice and agency data Lead whole school PL focusing on student voice and agency Support teachers to develop and implement practices that promote students' reflection on and direction of learning Classroom Level:			

	Develop protocols for sharing data, setting and reflecting on student learning goals Develop students' capacity to select and share learning achievement (eg. SLC, Design Expo, School events, displays, Class Dojo Portfolio etc) Trial and share effective practices that support and promote student agency Reflect on and use student feedback to improve teacher practice Individual and Tailored Level: Identify, create and reflect on learning goals Reflect on their progress against success criteria Develop their metacognitive skills to reflect on and plan their learning Lead Student Conferences with parents and teachers			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish processes for sharing, collecting and analysing student voice and agency data	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To establish cohesive school wide inclusive education frameworks			
12 Month Target 4.1	Respect for diversity (positive response) at 75% by 2021 School connectedness (positive response) at 90% by 2021			
KIS 1 Setting expectations and promoting inclusion	Develop targeted tier 2 wellbeing processes to support the social, emotional and mental health of our students			
Actions	Refine and communicate well being processes with staff and school community Develop and implement student behaviour analysis procedures			

<p>Outcomes</p>	<p>Whole School Level: All staff following clearly defined processes</p> <p>Classroom Level: Teachers and ES supported to meet tier 2 behaviour needs</p> <p>Individual and Tailored Level: Student SEL needs are met</p>
<p>Success Indicators</p>	<p>Whole School Level: Refine whole school wellbeing processes and share with staff Lead and manage the wellbeing team Conduct Functional Behaviour Analysis in classrooms Train ES and teachers to conduct Functional Behaviour Analysis (FBA) Facilitate whole school professional learning as required (ie IEPs, BSPs, survey tools, FBAs, triads) Manage ES team Coordinate with allied health and other educational service providers Liaise with SSS staff Schedule and attend SSG and care team meetings Work with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school</p> <p>Classroom Level: Develop their capacity to identify students who require tier 2 interventions Complete Individual Education Plans (IEP) and Behaviour Support Plans (BSP) relating to individual students Co-create Plans for Play with students Follow processes for student referrals to wellbeing and liaison teams Recognise indicators of potential mental health issues experienced by students Participate in triads to plan, monitor, reflect on strategies and interventions Build positive relationships with students which reinforce each student's self-worth and abilities Recognise and manage students with trauma backgrounds by implementing BSEM instructional model and strategies</p> <p>Individual and Tailored Level: Develop personalised strategies for self-management using Zones of Regulation and Meadows Matrix Develop strategies to promote positive thinking and behaviour Engage in targeted support programs to build positive relationships (eg. art therapy, social skills groups, friendship circles) Co-create Behaviour Support Plans (BSP) and Plans for Play with teachers</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Refine whole school wellbeing processes	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers developing individual BSP and IEPs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Embed Triad Processes	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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	\$64,500.00	\$34,500.00
Additional Equity funding	\$494,533.00	\$494,533.00
Grand Total	\$559,033.00	\$529,033.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
New staff engage in BSEM training	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Whole school PL around misconceptions in mathematics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Student Shadowing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Synthetic phonics model implementation and whole school reading approach (supported by Science of Language and Reading)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$15,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Cumulative Literacy (CL) project	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$0.00
Refine whole school wellbeing processes	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Embed Triad Processes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Totals			\$64,500.00	\$34,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student Wellbeing Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$125,140.00	\$125,140.00
Curriculum AP	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$104,706.00	\$104,706.00
Additional Class to support student learning	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$84,869.00	\$84,869.00

	to: Term 4			
Community hub Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$28,338.00	\$28,338.00
Student Support Services	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$89,109.00	\$89,109.00
School Counsellor	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$62,371.00	\$62,371.00
Totals			\$494,533.00	\$494,533.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
New staff engage in BSEM training	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants BSEM Staff	<input checked="" type="checkbox"/> Off-site BSEM Training
Whole school PL around misconceptions in mathematics	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Synthetic phonics model implementation and whole school reading approach (supported by Science of Language and Reading)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Cumulative Literacy (CL) project	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Teachers developing individual BSP and IEPs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed Triad Processes	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site