

2020 Annual Implementation Plan

for improving student outcomes

Epping Views Primary School (5513)



Submitted for review by Pauline Kubat (School Principal) on 29 April, 2020 at 10:24 AM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 08 May, 2020 at 04:15 PM
Endorsed by Wayne Mark (School Council President) on 11 May, 2020 at 03:50 PM

Self-evaluation Summary - 2020

Epping Views Primary School (5513)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning

Building practice excellence

Embedding moving towards Excelling

Student learning and data is at the centre of decision making at Epping Views Primary School. Our school based professional learning program comprises of a number of aspects. The specialist timetable is strategically planned to ensure that there is two hours of planning time each week for the two planning teams in each year level. As well as each team having dedicated time to use data to inform planning, there is time for professional learning, strategically planned in line with priority areas as set out in each year's Annual Implementation Plan. In 2020, we will also introduce a Professional Learning Communities model to enhance and improve this. Throughout 2018 and 2019, our professional learning has had a high focus on Reading. This will continue into 2020, with a focus on independent reading and high level conferencing with students. Literacy Consultant, Narissa Leung, will continue to support us with this. Our Literacy Leading Teacher will also continue to implement and refine changes to the structure of our Reading block, with increased emphasis on independent reading and conferencing with students. As our processes for student goal setting and feedback in Reading are now embedded across the school, this area of focus will continue to be expanded to Numeracy, namely in the area of Number. Staff are provided with professional learning regarding areas of focus closely aligned with our Annual Implementation Plan in a range of ways, including coaching, mentoring, small and large group professional development sessions, Professional Learning Teams and through the Professional Learning Communities model.

	Curriculum planning and assessment	Embedding moving towards Excelling	Consistent approaches to the teaching of Reading, Writing and Numeracy are implemented at Epping Views Primary School, informed by best practice and research, including high impact teaching strategies. Documentation of our expectations has outlined information about the structure of lessons, as well as pedagogical approaches. In 2020, we will continue to embed adjustments to the structure and pedagogy of our Reading block, with an emphasis on increasing independent reading and conferencing with students, informed by research regarding best practice, including DET's High Impact Teaching Strategies and Literacy and Numeracy Strategy, across the school. Data plays a huge role in informing planning for all areas of the curriculum. In 2020, we will also introduce a Professional Learning Communities model to enhance and improve this, with Leading Teachers and Learning Specialists leading this initiative as instructional leaders across the school. As our approach to providing specific feedback to students and setting precise goals with students based on the development sequence of Reading and our sequential 'I can' statements for Reading is now embedded, our focus moves to expanding this approach to the area of Number across the school.
	Evidence-based high-impact teaching strategies	Embedding	
	Evaluating impact on learning	Embedding moving towards Excelling	

Professional leadership

Building leadership teams

Embedding moving towards Excelling

There are clear through lines between the school's Strategic Plan (SSP), Annual Implementation Plan (AIP) and staff Performance and Development Plans (PDPs) at Epping Views Primary School. In 2020, the key areas of Reading, Number, SWPBS and Student Voice and Agency have been selected for school improvement, linked to the appropriate SSP and AIP key improvement strategies and FISO initiatives. Leaders and teachers also set goals in these key areas in their PDPs. Members of the leadership team, along with aspiring leaders, lead Professional Learning Teams (PLTs) in the areas of Literacy, Numeracy, and SWPBS, as well as Student Voice and Agency, Community Engagement, Sustainability and Mindfulness in 2020. Aspiring leaders are provided with opportunities to work alongside Assistant Principal, Leading Teacher and Learning Specialist leaders in planning and facilitating PLTs. This is strategically planned at the formal leadership level to support potential and aspiring leaders to increase their leadership capacity and provide for succession planning. There are also opportunities for student leaders to have connection to staff leaders through some PLTs, as well as connections to our School Council for Junior School Council members. Leading Teachers and Learning Specialists work closely with members of the Principal team to lead school improvement, meeting weekly in a range of forums, including through the Professional Learning Communities initiative being introduced in 2020. In 2020, our leadership model has been adapted to assist leaders to have a higher level of visibility throughout the school. The model has an Assistant Principal overseeing two year levels alongside a Leading Teacher or leadership coach, as well as at least one Learning Specialist in each of these teams, with two team leaders at each year level. Our Principal

				oversees our Specialist teaching team, alongside a Leading Teacher and Learning Specialist.
		Instructional and shared leadership	Embedding moving towards Excelling	
		Strategic resource management	Embedding moving towards Excelling	
		Vision, values and culture	Embedding moving towards Excelling	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive climate for learning</p>	<p>Empowering students and building school pride</p>	<p>Evolving moving towards Embedding</p>	<p>Students at Epping Views PS have access to a range of official leadership roles, including School Captains, Junior School Council, Sustainability Team Leaders, House Captains and SWPBS Student Leaders. There is a clear student leadership model, closely aligned with our staff leadership model, as well as clear processes for selection of student leaders involving a combination of staff and student selection panels, along with student preferential voting for some positions. Roles for student leaders are also clearly defined, including clear links to staff leadership and professional learning teams. Students also have access to unofficial leadership opportunities across the school. Year 6 students with official leadership roles take part in a leadership development program. A Project Based Learning approach to teaching learning areas such as Health, Science and Humanities is used in Years 3 and 4 to provide further opportunities for student voice, student agency and engagement in learning. Students in Years 5 and 6 are also provided with the opportunity to have choice in their learning and impact the curriculum through our Electives program. In 2020, a Student Voice and Agency Professional Learning Team will facilitate the implementation of key improvement strategies in this area, guided by the AIP.</p>
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	Setting expectations and promoting inclusion	Embedding	<p>A School Wide Positive Behaviour Support (SWPBS) Framework is being implemented at Epping Views Primary School. Implementation of our SWPBS Framework has been supported with key DET staff providing professional learning and a point of contact for key members of the SWPBS Leadership Team. Staff are also supported with increasing their capacity through ongoing consultation with an external consultant, Dan Petro (Behaviour Analyst). In 2019, key Essential Features of Tier 1, including our Matrix of Expectations, Continuum of Responses to Problem Behaviour and Continuum of Procedures for Acknowledging Expected Behaviours, were reviewed, with implementation in 2020. Review of key essential features included as much feedback and input from students, families and staff as possible. 2020 will also see a higher emphasis on clear communication with staff, with a higher level of collecting and sharing data that accurately reflects the activities and services provided by the wellbeing team, inclusive of data around students' behaviours of concern and proactive and responsive strategies to address these behaviours. Dan Petro will also provide professional learning and support for our leadership team (Principal team, Leading Teachers and Learning Specialists) around providing classroom observation and feedback to staff to increase staff verbal and observer skills related to desirable teaching and classroom management practices. There will also be a focus on increasing staff practices in the application of SWPBS, with an emphasis on the reinforcement of desirable behaviours and responding safely and effectively to behaviours of concern.</p>
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	Health and wellbeing	Embedding moving towards Excelling	
	Intellectual engagement and self-awareness	Evolving moving towards Embedding	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community engagement in learning</p>	<p>Building communities</p>	<p>Embedding</p>	<p>At Epping Views Primary School, Educational Support Plans are formulated for students on the Program for Students with Disabilities with parent input, with a Wellbeing Assistant Principal, classroom teachers and ES staff members meeting on an at least termly basis to discuss goals and evaluate success against goals. Our new Strategic Plan will see us review our processes around Individual Learning Plans. The school has a very strong relationship with Epping Views Kindergarten (EVK), which is managed by the Epping Views School Council. An Assistant Principal works very closely with the EVK manager to ensure the smooth operation of the kindergarten. There are many opportunities for the kindergarten children from EVK to visit the school, including having access to specialist programs and transition. Key leaders and teachers work closely with key staff from local kindergartens and secondary schools to ensure smooth transition from kindergarten to primary school and from Year 6 to Year 7. This also includes follow up with students at their new school in the new year. The Wellbeing Assistant Principals, along with staff, work closely with outside agencies and external healthcare professionals to maximise support for the wellbeing and learning needs of identified students with a range of additional needs, including communication and connections with a range of community agencies including DHHS, Orange Door, Kids First and NDIS associated professionals and agencies. Our Community Engagement PLT continues to strengthen EVPS links to the wider school community. EVPS also has strong connections with One Sight, the local dentist and AV Jennings. Our Physical Education specialist program also has strong links to external sporting coaches and organisations coming to the school to provide coaching, training and clinics for students in a range of sports, including Carlton FC and</p>

			Melbourne City SC, along with community partnerships with organisations such as Whittlesea Bowls Club.
	Global citizenship	Evolving moving towards Embedding	
	Networks with schools, services and agencies	Embedding	
	Parents and carers as partners	Embedding	

Enter your reflective comments	<p>A highlight throughout our review process was the implementation of a formal student goal setting and feedback process in the area of Reading. We will continue to refine our processes, particularly around feedback to students and increased student voice and agency, and widen our approach to also include Number across the school in 2020. Another highlight was the improved processes and practices around student leadership, including the variety of leadership opportunities, formal training and the sense of empowerment it brings to students. We will continue to refine and embed our processes and practices around this in 2020, along with introducing a Student Voice and Agency Professional Learning Team as improvement in this is an identified need across our school. It was also clear to us that although our use of data to inform our teaching is a highlight, there is a need for us to improve our work around analysing assessment of learning. 2020 will see the implementation of a Professional Learning Communities approach as a means to improve our work around analysis of data, as well as more precise work around staff professional learning. Feedback throughout the review process identified the clear need for us to refine and adjust our leadership model with greater focus on leadership visibility within the school and increased presence in and on planning, teaching and data. As a result, changes have been made to our leadership structure in 2020. Feedback throughout the review process was also very clear in the need to increase communication with and to all stakeholders, including in the area of wellbeing of staff and students. Although practices around SWPBS continue to develop, there is a need to increase our focus on staff wellbeing through providing support and capacity building with teaching, student behaviour challenges, social and emotional capabilities and learning, whilst providing for inclusion and support for all students.</p>
Considerations for 2020	<p>In 2020, our leadership structure will evolve to a model that has an Assistant Principal overseeing two year levels alongside a Leading Teacher or leadership coach, as well as at least one Learning Specialist in each of these teams, with two team leaders at each year level. Our Principal oversees our Specialist teaching team, alongside a Leading Teacher and Learning Specialist. We will focus on the key areas of Reading, Number, SWPBS and Student Voice and Agency. In terms of</p>

	<p>Reading pedagogy, changes to the structure of the Reading block will be embedded across the school, namely including focused time for independent reading and teachers undertaking reading conferences with individual students. This work will continue to be supported through working with an external Literacy consultant. Student goal setting and feedback will be expanded from Reading to also being implemented in Number across the school, with documentation being developed to support staff to ensure that goal setting in this area is precise and that feedback to students is high quality. In terms of SWPBS, there will be a focus on implementing reviewed VIC SWPBS Essential Features of Universal Prevention, as well as increasing communication to staff and continuing to refine and improve staff practices in the application of SWPBS, with an emphasis on the reinforcement of desirable behaviours and responding safely and effectively to behaviours of concern. This work will continue to be supported by an external Behaviour Analyst. In 2020, we will have a higher focus on student voice and agency, with a Professional Learning Team being introduced to oversee this key improvement strategy. Students will continue to take part in regular leadership development opportunities, including providing feedback and influencing decision making. A Professional Learning Communities approach will also be implemented.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve outcomes in Maths and English
Target 1.1	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 27% (2019) to 38% (2023).
Target 1.2	By 2023 the percentage of students from Prep to Year 6 achieving at or above in Number and Algebra, according to teacher judgement data, will increase from 85% to 90%.
Target 1.3	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24% (2019) to 34% (2023).
Target 1.4	By 2023 the percentage of students from Prep to Year 6 achieving at or above in Reading and Viewing, according to teacher judgement data, will increase from 84% to 90%.
Target 1.5	By 2023 the percentage of positive endorsement of the Student Attitudes to School Survey factor Effective teaching time will increase from 82% (2019) to 90% (2023).
Key Improvement Strategy 1.a Building practice excellence	Build consistency in teaching practice aligned with the school's instructional model
Key Improvement Strategy 1.b Building practice excellence	Implement a process of collaborative goal setting and feedback between teachers and students
Key Improvement Strategy 1.c Evaluating impact on learning	Use data to inform and evaluate practice

Goal 2	To improve student voice and agency in learning
Target 2.1	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Student voice and agency will increase from 62% (2019) to 72% (2023).
Target 2.2	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Self-regulation and goal setting will increase from 85% (2019) to 92% (2023).
Target 2.3	By 2023 the percentage positive endorsement of parents in the Parent Opinion Survey for the factor Student voice and agency will increase from 79% (2019) to 89% (2023).
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop collaborative goal setting in key learning areas
Key Improvement Strategy 2.b Empowering students and building school pride	Develop a process of student feedback to inform curriculum development and improve teaching practice
Key Improvement Strategy 2.c Empowering students and building school pride	Develop a range of opportunities for student voice and agency in their learning
Goal 3	To improve student wellbeing, inclusion and engagement
Target 3.1	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Effective Classroom Behaviour will increase from 65% (2019) to 80% (2023).
Target 3.2	By 2023 the percentage positive endorsement by staff of the Staff Safety & Wellbeing module in the School Staff Survey will increase from 50% (2019) to 63% (2023).

Target 3.3	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Teacher concern will increase from 72% (2019) to 82% (2023).
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build capacity of staff to support positive student wellbeing, inclusion and engagement
Key Improvement Strategy 3.b Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve outcomes in Maths and English	Yes	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 27% (2019) to 38% (2023).	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
		By 2023 the percentage of students from Prep to Year 6 achieving at or above in Number and Algebra, according to teacher judgement data, will increase from 85% to 90%.	Not applicable, as NAPLAN testing will not be conducted in 2020.
			By the end of the year, the percentage of students from Prep to Year 6 achieving at or above in Number and Algebra, according to teacher judgement data, will increase from 85% to 87%.

		By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24% (2019) to 34% (2023).	Not applicable, as NAPLAN testing will not be conducted in 2020.
		By 2023 the percentage of students from Prep to Year 6 achieving at or above in Reading and Viewing, according to teacher judgement data, will increase from 84% to 90%.	By the end of the year the percentage of students from Prep to Year 6 achieving at or above in Reading and Viewing, according to teacher judgement data, will increase from 84% to 86%.
		By 2023 the percentage of positive endorsement of the Student Attitudes to School Survey factor Effective teaching time will increase from 82% (2019) to 90% (2023).	The percentage of positive endorsement of the Student Attitudes to School Survey factor Effective teaching time will increase from 82% (2019) to 84%.
To improve student voice and agency in learning	Yes	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Student voice and agency will increase from 62% (2019) to 72% (2023).	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Student voice and agency will increase from 62% (2019) to 64%.
		By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Self-regulation and goal setting will increase from 85% (2019) to 92% (2023).	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Self-regulation and goal setting will increase from 85% (2019) to 87%.
		By 2023 the percentage positive endorsement of parents in the Parent Opinion Survey for the factor Student voice and agency will increase from 79% (2019) to 89% (2023).	The percentage positive endorsement of parents in the Parent Opinion Survey for the factor Student voice and agency will increase from 79% (2019) to 82%.
To improve student wellbeing, inclusion and engagement	Yes	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Effective Classroom Behaviour will increase from 65% (2019) to 80% (2023).	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Effective Classroom Behaviour will increase from 65% (2019) to 69%.

		By 2023 the percentage positive endorsement by staff of the Staff Safety & Wellbeing module in the School Staff Survey will increase from 50% (2019) to 63% (2023).	The percentage positive endorsement by staff of the Staff Safety & Wellbeing module in the School Staff Survey will increase from 50% (2019) to 53%.
		By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Teacher concern will increase from 72% (2019) to 82% (2023).	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Teacher concern will increase from 72% (2019) to 75%.

Goal 1	To improve outcomes in Maths and English		
12 Month Target 1.1	Not applicable, as NAPLAN testing will not be conducted in 2020.		
12 Month Target 1.2	By the end of the year, the percentage of students from Prep to Year 6 achieving at or above in Number and Algebra, according to teacher judgement data, will increase from 85% to 87%.		
12 Month Target 1.3	Not applicable, as NAPLAN testing will not be conducted in 2020.		
12 Month Target 1.4	By the end of the year the percentage of students from Prep to Year 6 achieving at or above in Reading and Viewing, according to teacher judgement data, will increase from 84% to 86%.		
12 Month Target 1.5	The percentage of positive endorsement of the Student Attitudes to School Survey factor Effective teaching time will increase from 82% (2019) to 84%.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build consistency in teaching practice aligned with the school's instructional model		Yes
KIS 2 Building practice excellence	Implement a process of collaborative goal setting and feedback between teachers and students		Yes

KIS 3 Evaluating impact on learning	Use data to inform and evaluate practice	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.	<p>Epping Views Primary School has selected the KIS 'Implement a process of collaborative goal setting and feedback between teachers and students'. From the school review, it was noted that individual learning goals have been implemented across the school in Reading and in Years 3 to 6 for On Demand. Years 2 and 4 trialled the implementation of learning goals in the key area of Number. It was noted in the review that students were not as involved in the development in their goals, noting inconsistency across the school in the way these goals were set.</p> <p>We have selected the KIS 'Implement a process of collaborative goal setting and feedback between teachers and students'. From the school review, it was noted that individual learning goals have been implemented across the school in Reading and in Years 3 to 6 for On Demand. Years 2 and 4 trialled the implementation of learning goals in the key area of Number. It was noted in the review that students were not as involved in the development in their goals, noting inconsistency across the school in the way these goals were set.</p>	
Goal 2	To improve student voice and agency in learning	
12 Month Target 2.1	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Student voice and agency will increase from 62% (2019) to 64%.	
12 Month Target 2.2	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Self-regulation and goal setting will increase from 85% (2019) to 87%.	
12 Month Target 2.3	The percentage positive endorsement of parents in the Parent Opinion Survey for the factor Student voice and agency will increase from 79% (2019) to 82%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop collaborative goal setting in key learning areas	Yes
KIS 2 Empowering students and building school pride	Develop a process of student feedback to inform curriculum development and improve teaching practice	Yes

KIS 3 Empowering students and building school pride	Develop a range of opportunities for student voice and agency in their learning	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.	<p>Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of empowering students and building school pride. This finding was consistent with our Student Attitudes to School Survey results reflecting a low level of endorsement around Student Voice and Agency. Selection of these KIS builds on our 2018 and 2019 focus around increasing student leadership opportunities.</p> <p>Epping Views Primary School has selected the KIS 'Develop collaborative goal setting in key learning areas'. Previously the school has implemented goal setting as a driving factor to improve reading outcomes. Through the review, student interviews and classroom observations, it was noted that there was inconsistency across the school in the way these goals were set, with some areas using a collaborative approach and some using a teacher directed approach.</p> <p>We have selected the KIS 'Develop a process of student feedback to inform curriculum development and improve teaching practice'. Previously the school has had limited processes in place to support this. Through the review, student interviews and classroom observations, it was noted there were no formal processes in place to collect student feedback and apply this to curriculum development. This was supported by Student Attitude to School Survey data.</p>	
Goal 3	To improve student wellbeing, inclusion and engagement	
12 Month Target 3.1	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Effective Classroom Behaviour will increase from 65% (2019) to 69%.	
12 Month Target 3.2	The percentage positive endorsement by staff of the Staff Safety & Wellbeing module in the School Staff Survey will increase from 50% (2019) to 53%.	
12 Month Target 3.3	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Teacher concern will increase from 72% (2019) to 75%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Build capacity of staff to support positive student wellbeing, inclusion and engagement	Yes

KIS 2 Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school	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>Epping Views Primary School has selected the KIS 'Build capacity of staff to support positive student wellbeing, inclusion and engagement'. Although the school has implemented a lot to support this, it is evident from Student Attitudes to Survey data, Parent Opinion Survey data and Staff Opinion Survey data that supporting students, staff and families in this area continues to be a challenge. In 2019, the Principal Team began completed their own professional learning around Smiling Mind, as did our identified 'Mindfulness Champions', who will lead our Mindfulness Professional Learning Team in 2020.</p> <p>We have selected the KIS 'Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school'. In our 2019 review, it was determined that we have a range of consistent practices being implemented to foster student and staff wellbeing within a safe, orderly and inclusive environment. It was also determined that leadership is committed to supporting student and staff wellbeing, but the communication processes to support this are not yet fully effective.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve outcomes in Maths and English
12 Month Target 1.1	Not applicable, as NAPLAN testing will not be conducted in 2020.
12 Month Target 1.2	By the end of the year, the percentage of students from Prep to Year 6 achieving at or above in Number and Algebra, according to teacher judgement data, will increase from 85% to 87%.
12 Month Target 1.3	Not applicable, as NAPLAN testing will not be conducted in 2020.
12 Month Target 1.4	By the end of the year the percentage of students from Prep to Year 6 achieving at or above in Reading and Viewing, according to teacher judgement data, will increase from 84% to 86%.
12 Month Target 1.5	The percentage of positive endorsement of the Student Attitudes to School Survey factor Effective teaching time will increase from 82% (2019) to 84%.
KIS 1 Building practice excellence	Build consistency in teaching practice aligned with the school's instructional model
Actions	<p>Epping Views Primary School has selected the KIS 'Build consistency in teaching practice aligned with the school's instructional model' as an extension to work that has previously been implemented, particularly in the area of Reading. This has consisted of trialling and the initial roll-out of a new Reading structure, that included independent reading daily and conferring with students, to provide them with individualised feedback and set student goals. Through the review, student and teacher surveys, classroom observations and specific cohort data showed an increase in student engagement and learning outcomes. During 2020, the school aims to continue the implementation from Years 1 to 6, and continue to consult with an external expert.</p> <p>To support these actions, Epping Views will:</p> <ul style="list-style-type: none"> - Continue to engage Narissa Leung, Literacy Consultant, to work with leaders and teachers. - Adjust the structure of the Reading block to incorporate independent reading and conferencing from Years 1 to 6.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - understand the development needs of each staff member to support the development of their knowledge and capacity in analysing data and using it to teach students at their precise point of need - have a clear picture of where the school is at in terms of Reading, according to data

	<p>Teachers will:</p> <ul style="list-style-type: none"> - have increased knowledge in the skill of teaching reading, including strategies students need to learn to read, the sequential skill development required for each student, independent reading, conferring and comprehension - continue to increase their confidence in analysing data and using the data to teach explicitly and effectively - plan precisely for the needs of each student <p>Students will:</p> <ul style="list-style-type: none"> - take part in increased opportunities for independent reading and conferring - experience reading success and enjoyment - have access to a wide range of texts when reading 			
Success Indicators	<ul style="list-style-type: none"> - Victorian Curriculum teacher judgement data - School based Literacy assessment data, including PLC cycle data - FISO self reflection 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage Narissa Leung, Literacy Consultant, to work with teachers and leaders.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure Leading Teachers and Learning Specialists provide professional learning opportunities to whole staff, teams and individuals, particularly in the areas of reading structure, independent reading and conferring.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Implement a process of collaborative goal setting and feedback between teachers and students			

<p>Actions</p>	<p>Epping Views Primary School has selected the KIS 'Implement a process of collaborative goal setting and feedback between teachers and students'. From the school review, it was noted that individual learning goals have been implemented across the school in Reading and in Years 3 to 6 for On Demand. Years 2 and 4 trialled the implementation of learning goals in the key area of Number. It was noted in the review that students were not as involved in the development in their goals, noting inconsistency across the school in the way these goals were set.</p> <p>During 2020, these key actions have been selected to further increase the implementation and consistency of student feedback and goal setting across the school.</p> <ul style="list-style-type: none"> - Continue with termly On Demand testing for students in Years 3 to 6, with student goal setting and feedback to students being a continuing component. - Continue to use the student goal setting and feedback process, including the use of 'Learning Worms' and conferring in Reading. - Expand the student goal setting and feedback process through 'Learning Worms' in Number. - Begin implementation of Professional Learning Communities in cohort and specialist teams.
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - act on the analysis of data to plan for teaching in Reading and Number - have a clear picture of where the school is at in terms of Reading and Number, according to data - support teachers to effectively implement Learning Worm goals in Reading and Number - have increased capacity to lead Professional Learning Communities <p>Teachers will:</p> <ul style="list-style-type: none"> - know precisely where students are at in terms of their learning and the sequence of development they need to teach to help students achieve their goals - have increased strategies to scaffold their students' learning - have increased knowledge of curriculum and the developmental sequence of learning for students - provide feedback to students regularly about their learning in Reading (through conferring and On Demand) and Number (through Learning Goals and On Demand) - actively participate in Professional Learning Communities <p>Students will:</p> <ul style="list-style-type: none"> - know precisely where they're at in terms of their learning, as well as where they need to be - be provided with specific strategies to reach their goals - achieve goals and be motivated to achieve their next goal - have increased engagement and achievement in Reading and Number - take part in providing feedback to teachers about their own learning

	Community will: - have an increased understanding of their child's/children's learning goals in Reading and Number			
Success Indicators	<ul style="list-style-type: none"> - Victorian Curriculum teacher judgement data - School based Reading and Number assessment data, including PLC cycle data - FISO self reflection - Progression through On Demand Feedback and Goal Setting, and Learning Worm goals 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure leaders in Years 3 - 6 plan for and present professional learning to teaching staff in providing individual feedback to students on their achievement and using information to set an achievable target for the next term, based on termly On Demand Reading and Number assessment.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to implement Learning Worm goals in Reading from Prep to Year 6.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <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
Further implement Learning Worm goals in Number, beginning with Years 2 and 4, then expanding to other year levels.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Begin implementation of Professional Learning Communities, initially with a key focus on improving student outcomes in Reading.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Provide professional learning to the School Improvement Team to be able to effectively implement Professional Learning Communities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading 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
Design a plan and structure for the implementation of goal setting in Number.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Ensure Leading Teachers and Learning Specialists provide professional learning opportunities related to goal setting and providing feedback through the conferring process in Reading.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student voice and agency in learning			
12 Month Target 2.1	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Student voice and agency will increase from 62% (2019) to 64%.			
12 Month Target 2.2	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Self-regulation and goal setting will increase from 85% (2019) to 87%.			
12 Month Target 2.3	The percentage positive endorsement of parents in the Parent Opinion Survey for the factor Student voice and agency will increase from 79% (2019) to 82%.			
KIS 1 Intellectual engagement and self-awareness	Develop collaborative goal setting in key learning areas			
Actions	Epping Views Primary School has selected the KIS 'Develop collaborative goal setting in key learning areas'. Previously the school has implemented goal setting as a driving factor to improve reading outcomes. Through the review, student interviews and classroom observations, it was noted that there was inconsistency across the school in the way these goals were set, with some areas using a			

	<p>collaborative approach and some using a teacher directed approach.</p> <p>This year, Epping Views Primary School has chosen the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> - Develop and implement a consistent approach to goal setting in Number across the school. - Review and refine existing practices in goal setting in Reading and implement a consistent approach to setting collaborative goals with students. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Improve their own knowledge and confidence of evidence based practices in collaborative goal setting - Provide processes for staff to follow when setting collaborative goals based on current evidence based practices - Support staff to implement school based processes related to collaborative goal setting <p>Teachers will:</p> <ul style="list-style-type: none"> - Improve their own knowledge and confidence of evidence based practices in collaborative goal setting - Implement collaborative goal setting with their students in reading and number - Communicate goals and student achievement to parents/guardians at regular intervals <p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate their goals in Reading and Number - Understand how they have contributed to their own goals during teacher-student conferences 			
Success Indicators	<ul style="list-style-type: none"> - Documentation embedding current practices in goal setting in Reading and Number - Classroom practice in Number and Reading includes set times for student conferences and goal setting - Documentation showing student goals are regularly communicated with parents/guardians 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Design and deliver professional learning about collaborative goal setting (through PLTs)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Design a plan and structure for the implementation of goal setting in Number	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Design a process for the communication of goals and student achievement of goals to parents	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Develop a process of student feedback to inform curriculum development and improve teaching practice			
Actions	<p>Epping Views Primary School has selected the KIS 'Develop a process of student feedback to inform curriculum development and improve teaching practice'. Previously the school has had limited processes in place to support this. Through the review, student interviews and classroom observations, it was noted there were no formal processes in place to collect student feedback and apply this to curriculum development. This was supported by Student Attitude to School Survey data.</p> <p>This year, Epping Views Primary School has chosen the following Actions in order to develop a process of student feedback to inform curriculum development and improve teaching practice:</p> <ul style="list-style-type: none"> - Develop and implement a consistent approach to the collection of student feedback in Year 5 and Year 6 around curriculum content within electives. - Introduce a Student Voice and Agency Professional Learning Team. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Improve their own knowledge of evidence based practice in collecting and applying student feedback - Provide processes for staff to follow when collecting feedback from students - Support staff to implement school based processes related collection and application of student feedback <p>Teachers will:</p> <ul style="list-style-type: none"> - Improve their own knowledge of applying student feedback - Implement elective options based around student feedback 			

	<ul style="list-style-type: none"> - Communicate how student feedback has been implemented to design curriculum content in Electives <p>Students will:</p> <ul style="list-style-type: none"> - Provide feedback around areas of interest in their learning based around current curriculum - Understand how they have contributed curriculum development within the area of Year 5 and Year 6 electives 			
Success Indicators	<ul style="list-style-type: none"> - Documentation of collected feedback from students - Documentation linking student feedback to Elective curriculum content - Documentation of professional learning provided through PLT - Documentation of planning for lessons around gathering student feedback 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Design and deliver professional learning about Student Voice and Agency through PLT	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Design a process for collection of student feedback related to curriculum content in Electives for Year 5 and Year 6	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Design a document that gathers information from student feedback and links curriculum statements, and use this document as the basis of planning for Electives	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Deliver Elective content that has been developed based on information from student feedback	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To improve student wellbeing, inclusion and engagement
12 Month Target 3.1	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Effective Classroom Behaviour will increase from 65% (2019) to 69%.
12 Month Target 3.2	The percentage positive endorsement by staff of the Staff Safety & Wellbeing module in the School Staff Survey will increase from 50% (2019) to 53%.
12 Month Target 3.3	The percentage positive endorsement of students in Student Attitudes to School Survey for the factor Teacher concern will increase from 72% (2019) to 75%.
KIS 1 Setting expectations and promoting inclusion	Build capacity of staff to support positive student wellbeing, inclusion and engagement
Actions	<p>Epping Views Primary School has selected the KIS 'Build capacity of staff to support positive student wellbeing, inclusion and engagement'. Although the school has implemented a lot to support this, it is evident from Student Attitudes to Survey data, Parent Opinion Survey data and Staff Opinion Survey data that supporting students, staff and families in this area continues to be a challenge. In 2019, the Principal Team completed their own professional learning around Smiling Mind, as did our identified 'Mindfulness Champions', who will lead our Mindfulness Professional Learning Team in 2020.</p> <p>This year, Epping Views Primary School has chosen the following Actions in order to support positive student and staff wellbeing:</p> <ul style="list-style-type: none"> - Provide professional learning for staff around the Smiling Mind approach to mindfulness practice for themselves and for students. - Use the Smiling Mind curriculum to teach mindfulness practice to students.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - increase their own formal and informal mindfulness practices <p>Teachers will:</p> <ul style="list-style-type: none"> - increase their own formal and informal mindfulness practices - increase their capacity to teach students how to practice mindfulness <p>Students will:</p> <ul style="list-style-type: none"> - improve their own self regulation strategies and skills - increase their ability to manage their own emotions and interactions with others

Success Indicators	<ul style="list-style-type: none"> - Documentation of collected feedback from students - Documentation of collected feedback from staff - Documentation around lessons planned and informed by the Smiling Mind curriculum 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional learning for staff around Smiling Mind and mindfulness practices, facilitated by staff from Smiling Mind, as well as through online Smiling Mind self paced training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use the Smiling Mind program learning and curriculum resources to design mindfulness lessons for students across the school	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Seek feedback from staff and students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school			
Actions	<p>Epping Views Primary School has selected the KIS 'Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school'. In our 2019 review, it was determined that we have a range of consistent practices being implemented to foster student and staff wellbeing within a safe, orderly and inclusive environment. It was also determined that leadership is committed to supporting student and staff wellbeing, but the communication processes to support this are not yet fully effective.</p> <p>This year, Epping Views Primary School has chosen the following Actions in order to improve consistency of practice, communication and support for wellbeing:</p>			

	<ul style="list-style-type: none"> - Implement reviewed VIC SWPBS Essential Features of Universal Prevention. - Develop a process to collect and share data that accurately reflects the activities and services provided by the wellbeing team, inclusive of data around students' behaviours of concern and proactive and responsive strategies to address these behaviours. - Develop a process of observing and providing feedback to staff to increase staff verbal and observer skills related to desirable teaching and classroom management practices. - Provide support for staff to increase their practices in the application of SWPBS, with an emphasis on the reinforcement of desirable behaviours and responding safely and effectively to behaviours of concern. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - increase their communication around wellbeing - improve collection, analysis and communication of data around behaviours of concern - increase their repertoire of skills to observe teachers and provide them with feedback around positive SWPBS practices in classrooms <p>Teachers will:</p> <ul style="list-style-type: none"> - have increased communication around wellbeing - increase their own SWPBS practices, particularly around the reinforcement of desirable behaviours, and responding safely and effectively to behaviours of concern - have increased opportunities to debrief with leaders and peers after specific incidents <p>Students will:</p> <ul style="list-style-type: none"> - have a clearer understanding of the Minor Behaviours Continuum of Responses process - receive a higher degree of acknowledgement around desirable behaviours 			
Success Indicators	<p>Behaviours of concern data Acknowledgement of desired behaviours data Observation of teachers' SWPBS practices data Documentation around debrief process</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Provide professional learning for staff around the reviewed Minor Behaviours Continuum of Responses process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement reviewed whole school Matrix of Behaviour Expectations, including displaying the matrix in all learning areas and shared spaces within the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement reviewed aspects of the Continuum of procedures for acknowledging expected behaviours, namely our Rewards Menu	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Design a tool for the collection of more specific data around activities and services provided by the wellbeing team, inclusive of data around students' behaviours of concern and proactive and responsive strategies to address these behaviours	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Communicate data collated around activities and services provided by the wellbeing team, inclusive of data around students' behaviours of concern and proactive and responsive strategies to address these behaviours to staff regularly at staff meetings	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage the services of external consultant, Dan Petro (Behaviour Analyst)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning for the leadership team (Principal Team, Leading Teachers, Learning Specialists and Prep Coach) around the observation of positive SWPBS practices in classrooms, as well as professional learning around providing staff with feedback, to be facilitated by Dan Petro, Behaviour Analyst	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Design a process for the leadership team to observe teachers and provide them with feedback around the observation of positive SWPBS practices in classrooms	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning opportunities for the Year 4 and Year 6 teams around staff SWPBS practices, including an emphasis on the reinforcement of desirable behaviours, and responding safely and effectively to behaviours of concern, to be facilitated by Dan Petro, Behaviour Analyst	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Design a process for giving out digital Caught Ya Cards via Compass, along with a system for students' redeeming rewards through Compass, as well as streamlining data collection related to Caught Ya Cards via Compass	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the digital process for staff giving students Caught Ya Cards via Compass, along with students redeeming rewards through Compass	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Design a process, with the support of Dan Petro, to review the effectiveness of available responses to behaviours of concern, on an individual student or learning environment basis	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Design a process, with the support of Dan Petro, to provide debriefing support after specific incidents or when requested by staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input 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	\$75,800.00	\$64,200.00
Additional Equity funding	\$186,600.00	\$173,600.00
Grand Total	\$262,400.00	\$237,800.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Engage Narissa Leung, Literacy Consultant, to work with teachers and leaders.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$12,000.00	\$6,000.00
Provide professional learning to the School Improvement Team to be able to effectively implement Professional Learning Communities.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$10,000.00	\$4,400.00
Deliver Elective content that has been developed based on information from student feedback	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Use the Smiling Mind program learning and curriculum resources to design mindfulness lessons for students across the school	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00

Provide professional learning for staff around the reviewed Minor Behaviours Continuum of Responses process	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Implement reviewed whole school Matrix of Behaviour Expectations, including displaying the matrix in all learning areas and shared spaces within the school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Implement reviewed aspects of the Continuum of procedures for acknowledging expected behaviours, namely our Rewards Menu	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Engage the services of external consultant, Dan Petro (Behaviour Analyst)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00
Provide professional learning for the leadership team (Principal Team, Leading Teachers, Learning Specialists and Prep Coach) around the observation of positive SWPBS practices in classrooms, as well as professional learning around providing staff with feedback, to be facilitated by Dan Petro, Behaviour Analyst	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> CRT	\$4,400.00	\$4,400.00
Provide professional learning opportunities for the Year 4 and Year 6 teams around staff SWPBS practices, including an emphasis on the reinforcement of desirable behaviours, and responding safely and effectively to behaviours of concern, to be facilitated by Dan Petro, Behaviour Analyst	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT	\$4,400.00	\$4,400.00
Design a process, with the support of Dan Petro, to review the effectiveness of available responses to behaviours of concern, on an individual student or learning environment basis	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00

Design a process, with the support of Dan Petro, to provide debriefing support after specific incidents or when requested by staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$75,800.00	\$64,200.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
ASD Specialist 0.21 EFT per week	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other External Consultant	\$21,600.00	\$21,600.00
ABLES Assessment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$12,000.00	\$12,000.00
Proactive Wellbeing Programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
Occupational Therapist 0.2 EFT per week	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$12,000.00	\$12,000.00
Speech Therapist 0.2 EFT per week	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$16,000.00	\$16,000.00

Education Support staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$100,000.00	\$87,000.00
Totals			\$186,600.00	\$173,600.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Ensure Leading Teachers and Learning Specialists provide professional learning opportunities to whole staff, teams and individuals, particularly in the areas of reading structure, independent reading and conferring.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Narissa Leung, Literacy Consultant <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
Ensure leaders in Years 3 - 6 plan for and present professional learning to teaching staff in providing individual feedback to students on their achievement and using information to set an achievable target for the next term, based on termly On Demand Reading and Number assessment.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Begin implementation of Professional Learning Communities, initially with a	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<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

key focus on improving student outcomes in Reading.		to: Term 4				
Provide professional learning to the School Improvement Team to be able to effectively implement Professional Learning Communities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> On-site
Ensure Leading Teachers and Learning Specialists provide professional learning opportunities related to goal setting and providing feedback through the conferring process in Reading.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> External consultants Narissa Leung, Literacy Consultant <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Design and deliver professional learning about collaborative goal setting (through PLTs)	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Narissa Leung, Literacy Consultant <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Design and deliver professional learning about Student Voice and Agency through PLT	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Provide professional learning for staff around Smiling Mind and mindfulness practices, facilitated by staff from Smiling Mind, as well as through online Smiling Mind self paced training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Staff from Smiling Mind	<input checked="" type="checkbox"/> On-site
Provide professional learning for staff around the reviewed Minor Behaviours Continuum of Responses process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources VIC SWPBS Resources and Staff	<input checked="" type="checkbox"/> On-site
Provide professional learning for the leadership team (Principal Team, Leading Teachers, Learning Specialists and Prep Coach) around the observation of positive SWPBS practices in classrooms, as well as professional learning around providing staff with feedback,	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Dan Petro, Behaviour Analyst	<input checked="" type="checkbox"/> On-site

to be facilitated by Dan Petro, Behaviour Analyst						
Provide professional learning opportunities for the Year 4 and Year 6 teams around staff SWPBS practices, including an emphasis on the reinforcement of desirable behaviours, and responding safely and effectively to behaviours of concern, to be facilitated by Dan Petro, Behaviour Analyst	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dan Petro, Behaviour Analyst	<input checked="" type="checkbox"/> On-site