2019 Annual Implementation Plan
for improving student outcomes

River Gum Primary School (5130)

Submitted for review by Roma McKinnon (School Principal) on 06 December, 2018 at 01:12 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 11 December, 2018 at 06:41 AM
Endorsed by Vicki Methven (School Council President) on 28 March, 2019 at 08:53 AM

Self-evaluation Summary - 2019

	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
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	Achievement: Curriculum planning and Assessment Reading: According to our School Performance Report 2018, our Reading level of achievement is sitting at 'Transform' meaning that performance is low. The % of students in the bottom two bands in year five has been identified as 'Stretch ' which means that our performance is improving. Relative gain from Year 3 to 5 in Reading is Transform which means performance is low. Year 3 Reading: Data from the last five years shows we have reduced the number of students in the bottom two bands (10th to 25th percentile). Year 5 Reading: Data from the last five years shows we have remained consistent from 2017 with more students in the 75th to 90th percentile than 2017. We have reduced the number of students in the bottom two bands. Number:

	According to our School Performance Report 2018, our Numeracy level of achievement is sitting at 'Renew' meaning that performance is moderate. The % of students in the bottom two bands in year five has been identified as 'Stretch ' which means that our performance is improving. Relative gain from Year 3 to 5 in Numeracy is renew which means performance is moderate. Year 3 Number: Data from the last five years shows our performance has remained fairly consistent, with a gradual incline. This year we had a more students in the 75th- 90th percentile than in previous years. Year 5 Number: Data from the last five years shows we have significantly reduced the number of students in the bottom two bands however students in the 75th to 90th percentile has reduced. 2019 Engagement: Empowering students and building school pride According to our School Performance Report 2018, our Student Attitude data has improved in all areas. We will continue the current work and build upon the successes from 2018. The Engagement area in regards to Attendance will build on the 2018 successes by focusing in on students that are in the fertile ground, students that are having 20-30 days off a year.
Considerations for 2019	Staffing profile: In 2018 we have 18 staff with five years or less experience. Building teacher and Leadership capacity will therefore be a consideration for 2019 2019 Achievement: Curriculum planning and Assessment Goal #1 Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students. Key Improvement Strategy #1 If we develop consistent assessment practices and curriculum approaches then we can build teachers data literacy skills so that collectively we will ensure 12 months or more growth for all students in Reading and Number. Goal #2 Create a climate where each student feels purposeful and successful and actively participates in their learning Key Improvement Strategy #1 If we build School Pride and embed student voice (through class representatives), agency (through genius hour) and leadership (through student leadership) then we will create a culture where students have a sense of belonging and feel empowered so that all students are confident learners.

	Goal #3 Provide a safe and caring school community environment that promotes social and emotional health and wellbeing. Key Improvement Strategy #1 If we build strong relationships between students, staff and community, then we will embed a culture of strong social ties and they will feel acceptance, care and support from othersso that all students feel they are truly part of a school community. In 2019, the Wellbeing and Engagement teams will continue to work closely together to introduce new initiatives related to a whole school approach in building school pride and social connectedness. The Wellbeing Team will continue to operate breakfast club every morning of the week, with the intention being two fold, feeding students to ensure they can concentrate and be their best learner and build relationships and connectedness. Our whole school Social and emotional Learning (SEL) will be the Resilience Project and Resilience Rights and Respectful Relationships (RRRR).
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Achievement: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.
Target 1.1	To reduce the percentage of students achieveing <mark>low</mark> NAPLAN relative growth by 2019 as follows: Numeracy: From 33.3% in 2015 to <25% in 2019 Reading: From 31.6% in 2015 to <25% in 2019 Writing: From 38.6% in 2015 to <25% in 2019 To increase the percentage of students achieving <mark>medium</mark> NAPLAN relative growth by 2019 as follows: Numeracy: From 42.6% in 2015 to >50% in 2019 Reading: From 47.4% in 2015 to >50% in 2019 Writing: From 40.4% in 2015 to >50% in 2019 To increase the percentage of students achieving <mark>high</mark> NAPLAN relative growth by 2019 as follows: Numeracy: From 24.1% in 2015 to >25% in 2019 Reading: From 21.1% in 2015 to >25% in 2019 Writing: From 21.1% in 2015 to >25% in 2019

Key Improvement Strategy 1.a Curriculum planning and assessment	If we develop consistent assessment practices and curriculum approaches then we can build teachers data literacy skills so that collectively we will ensure 12 months or more growth for all students in Reading and Number.
Goal 2	Engagement: Create a climate where each student feels purposeful and successful and actively participates in their learning.
Target 2.1	• By 2019, reduce student absences to equal or better state P-6. • By 2019, the components relating to Teaching and Learning in the Attitudes to School Survey and Student Relationships, will trend towards the third quartile. • By 2019, the 'Overall Score' in the Staff Opinion Survey for both School Climate Summary and Teaching and Learning Summary will trend/align with 'All Primary Schools'. • The variables of the Student Engagement components in the Parent Opinion Survey will match or trend higher than 'All School Types'.
Key Improvement Strategy 2.a Empowering students and building school pride	If we build School Pride and embed student voice, agency and leadership then we will create a culture where students have a sense of belonging, feel empowered and are confident learners.
Goal 3	Wellbeing: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.
Target 3.1	• By 2019, student morale and student distress to be in the 4th quartile in the Student Attitude to School Survey. • By 2019, equal or better mean score for social skills variable in the Parent Opinion Survey. • The components of the school staff safety and wellbeing section, trend towards 'All Primary Schools' in Staff Opinion Survey.

Key Improvement Strategy 3.a Empowering students and building school pride	If we build strong relationships between students, staff and community, then we will embed a culture of strong social ties and they will feel acceptance, care and support from others. They will feel they are truly part of a school community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Achievement: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.	Yes	To reduce the percentage of students achieveing <mark>low</mark> NAPLAN relative growth by 2019 as follows: Numeracy: From 33.3% in 2015 to <25% in 2019 Reading: From 31.6% in 2015 to <25% in 2019 Writing: From 38.6% in 2015 to <25% in 2019 To increase the percentage of students achieving <mark>medium</mark> NAPLAN relative growth by 2019 as follows: Numeracy: From 42.6% in 2015 to >50% in 2019 Reading: From 47.4% in 2015 to >50% in 2019 Writing: From 40.4% in 2015 to >50% in 2019 To increase the percentage of students achieving <mark>high</mark> NAPLAN relative growth by 2019 as follows:	Ensure teacher judgements indicate 12 months or more growth for each student in Reading and Number Increase the number of students in Year 5 with high relative growth in NAPLAN Reading and Number Increase the number of students in Year 3 and 5 in the top two bands in NAPLAN Reading and Number Increase collective efficacy and academic emphasis in the Staff Opinion Survey

		Numeracy: From 24.1% in 2015 to >25% in 2019 Reading: From 21.1% in 2015 to >25% in 2019 Writing: From 21.1% in 2015 to >25% in 2019	
Engagement: Create a climate where each student feels purposeful and successful and actively participates in their learning.	Yes	• By 2019, reduce student absences to equal or better state P-6. • By 2019, the components relating to Teaching and Learning in the Attitudes to School Survey and Student Relationships, will trend towards the third quartile. • By 2019, the 'Overall Score' in the Staff Opinion Survey for both School Climate Summary and Teaching and Learning Summary will trend/align with 'All Primary Schools'. • The variables of the Student Engagement components in the Parent Opinion Survey will match or trend higher than 'All School Types'.	Student opinion survey. To improve Year 4, 5, 6 DET Student Attitudes to School survey in the following areas: • Stimulated Learning • Learner confidence • Student voice and agency Unexplained absences will continue be reduced.
Wellbeing: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.	Yes	• By 2019, student morale and student distress to be in the 4th quartile in the Student Attitude to School Survey. • By 2019, equal or better mean score for social skills variable in the Parent Opinion Survey.	Student Opinion Survey: Improve year 4, 5 and 6 score as measured by the DET Student attitudes to School Survey, variables below: Student safety- Respect for Diversity Teacher Student relations- Teacher concern Learner Characteristics and Disposition- Resilience

		• The components of the school staff safety and wellbeing section, trend towards 'All Primary Schools' in Staff Opinion Survey.	

Goal 1	Achievement: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.	
12 Month Target 1.1	Ensure teacher judgements indicate 12 months or more growth for each student in Reading and Number Increase the number of students in Year 5 with high relative growth in NAPLAN Reading and Number Increase the number of students in Year 3 and 5 in the top two bands in NAPLAN Reading and Number Increase collective efficacy and academic emphasis in the Staff Opinion Survey	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	If we develop consistent assessment practices and curriculum approaches then we can build teachers data literacy skills so that collectively we will ensure 12 months or more growth for all students in Reading and Number.	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.	A focus in Reading and and Number has been identified as a priority in order to progress towards our four year targets. Our School Performance report indicates we need to look out our top two bands in Reading as well as the relative growth from Year 3 to Year 5. While Mathematics has remained consistent, we have dropped from Stretch to Renew in our relative growth. We have analysed NAPLAN data in a lot more depth, and linked individual students to data sets, and created a plan for a focus on intervention and extension in 2019.	
Goal 2	Engagement: Create a climate where each student feels purposeful and successful and actively participates in their learning.	

12 Month Target 2.1	Student opinion survey. To improve Year 4, 5, 6 DET Student Attitudes to School survey in the following areas: • Stimulated Learning • Learner confidence • Student voice and agency Unexplained absences will continue be reduced.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	If we build School Pride and embed student voice, agency and leadership then we will create a culture where students have a sense of belonging, feel empowered and are confident learners.	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.	A focus on empowering students and building school pride has been identified as a priority in order to progress our four year targets. The attitudes to school data made us aware that students didn't feel they had much agency and a lot weren't engaged. The attendance data in relation to unexplained and explained absences was well below state average. We have had made significant progress in all areas related to the SSP. All elements of the attitude to school data has increased and unexplained and explained absences have dramatically decreased within the time frame. Whilst inroads have been made, Attitudes to School Survey was starting from a very low point so more needs to be done to empower students. This work will be heavily influenced by the Amplify document released by DET.	
Goal 3	Wellbeing: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.	
12 Month Target 3.1	Student Opinion Survey: Improve year 4, 5 and 6 score as measured by the DET Student attitudes to School Survey, variables below: Student safety- Respect for Diversity Teacher Student relations- Teacher concern Learner Characteristics and Disposition- Resilience	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	If we build strong relationships between students, staff and community, then we will embed a culture of strong social ties and they will feel acceptance, care and support from others. They will feel they are truly part of a school community.	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.	By building strong relationships with our students, families and community, this will enhance the delivery of our SEL, allowing students to have confidence to explore the programs in a safe and trusting environment. Students who have a solid relationship with their teacher will hopefully have confidence to take risks with their learning and leading to greater academic outcomes. Wellbeing and Engagement will continue to work closely together throughout the 2019 year, to increase attendance and collaborate on school events, ensuring greater participation and connectedness to our school and relationships. We will measure through DET Attitudes to school survey, Parent survey and attendance data. We will also record attendance at events and feedback.	

Define Actions, Outcomes and Activities

Goal 1	Achievement: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.
12 Month Target 1.1	Ensure teacher judgements indicate 12 months or more growth for each student in Reading and Number Increase the number of students in Year 5 with high relative growth in NAPLAN Reading and Number Increase the number of students in Year 3 and 5 in the top two bands in NAPLAN Reading and Number Increase collective efficacy and academic emphasis in the Staff Opinion Survey
KIS 1 Curriculum planning and assessment	If we develop consistent assessment practices and curriculum approaches then we can build teachers data literacy skills so that collectively we will ensure 12 months or more growth for all students in Reading and Number.
Actions	1. Analyse and interpret all assessments for accuracy using the 2019 Assessment Schedule 2. Consolidate understanding of the Instructional Model to build teacher practice with a focus on the HITS of differentiation and explicit teaching 3. Embed a culture of continuous improvement through the PLC approach
Outcomes	Teacher judgements to indicate 12 months or more growth for each student in Reading and Number Increased alignment between teacher judgements and NAPLAN Increase the number of students in Year 5 with high relative growth in Reading and Number Increase the number of students in Year 3 and 5 in the top two bands in Reading and Number Greater understanding of formative and summative assessment data to inform teacher planning for greater alignment of teacher judgement with NAPLAN data Students can articulate their learning goals including the purpose of their learning (Learning Intention and Success Criteria) and their next steps. Increase collective efficacy and academic emphasis in the Staff Opinion Survey
Success Indicators	Leaders will monitor the progress in achieving 12-month targets and continuous improvement through the use various data sets including Staff Opinion survey, Parent Opinion survey, Students Attitudes to School, NAPLAN and teacher judgements in Reading

and Number.

Teachers will ensure collectively that every student achieves 12 months or more growth in Reading and Number as documented in Individual Learning Plans, assessment data and teacher planning.

Students will co-construct their learning goals that are visible in the classroom, articulate the learning intention and success criteria of lessons and provide verbal and written feedback to peers and teachers during the 'Review' section of lessons.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revise and implement assessment and data schedule in Reading and Number (1) Cash component for Reading and Number- $69170.00	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$89,319.00 ☑ Equity funding will be used
Use Growth Coaching qualified Leading Teachers to build capacity of teachers to analyse and interpret data sets using various data protocols with a focus on Practice Principle 6: Rigorous assessment practices and feedback inform teaching and learning (1) Cash component Leadership coaching $41400.00	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$61,495.00 ☑ Equity funding will be used
Develop moderation protocol in Reading and Number (1)	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$20,095.00 ☑ Equity funding will be used
Moderate work samples in PLT meeting and whole school Professional Learning sessions (1)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$20,095.00 ☑ Equity funding will be used

Develop a River Gum Assessment Guide (1)	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$20,095.00 ☑ Equity funding will be used
Use Growth Coaching qualified Learning Specialist to lead the Peer Observation cycle in Reading and Number (2) Specialist class to provide classroom teacher release-Performing Arts. Learning Specialist release $67403 P2P Release $12856	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$171,050.00 ☑ Equity funding will be used
Revise and review Instructional Model through Professional Learning sessions (2)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$11,261.00 ☑ Equity funding will be used
Embed whole school approaches in Reading and Number through the Instructional Model and Professional Learning sessions with a focus on the HITS of differentiation and explicit teaching (2) Learning Specialist release-one day Graduate	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$11,261.00 ☑ Equity funding will be used
Trial and introduce MSL with a target cohort of students (2) Cash component $30,200	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$44,459.00 ☑ Equity funding will be used
Trial and introduce Intervention and Extension within the classroom (2) Cash component MSL training $13,000.00	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$318,073.00

	☑ PLT Leaders ☑ Teacher(s)			☑ Equity funding will be used
Ensure Intervention and Extension staff attend and participate in weekly data and planning PLT meetings (2)	☑ Learning Specialist(s) ☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$14,259.00 ☑ Equity funding will be used
Timetable PLT weekly meetings with a data and planning focus in Reading and Number (3)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$20,095.00 ☑ Equity funding will be used
Share and discuss strategies, resources and ideas in Reading and Number during PLT meetings (3)	☑ PLT Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1.00 ☐ Equity funding will be used
Revise and implement documented curriculum plans through Yearly Overviews and Priority Standards with a focus on Practice Principle 4: Curriculum planning and implementation engages and challenges all students (3)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 1	$11,261.00 ☑ Equity funding will be used
Introduce consistent collaborative planning template stored on Google Docs (3)	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$20,095.00

					☑ Equity funding will be used
Track and monitor student growth for individual students, cohorts and whole school progress to provide feedback on teacher practice (3)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLT Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,095.00 ☑ Equity funding will be used
Trial and introduce vocabulary instruction within classrooms from Years 3 to 6 (2)	☑ PLT Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1.00 ☐ Equity funding will be used
Allocate digital resources for English and Mathematics instruction (2) Cash component $103480	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$103,480.00 ☑ Equity funding will be used
Staff will undertake Professional learning on the Staff opinion survey to understand the importance of Academic Emphasis and Collective Efficacy. Staff will undertake Professional learning on NAPLAN data, item analysis and writing guide.	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$1.00 ☐ Equity funding will be used

Goal 2	Engagement: Create a climate where each student feels purposeful and successful and actively participates in their learning.
12 Month Target 2.1	Student opinion survey. To improve Year 4, 5, 6 DET Student Attitudes to School survey in the following areas: • Stimulated Learning • Learner confidence • Student voice and agency

	Unexplained absences will continue be reduced.
KIS 1 Empowering students and building school pride	If we build School Pride and embed student voice, agency and leadership then we will create a culture where students have a sense of belonging, feel empowered and are confident learners.
Actions	1. Formalise and document processes that provide opportunities for students to have agency and ownership in their learning. 2. Build School Pride and embed student voice (through class representatives), agency (through genius hour) and leadership (through student leadership) to create a culture where students have a sense of belonging, feel empowered and are confident learners. 3. Attendance data will improve with a strong focus on the fertile cohort (students that take 15-30 days off a year).
Outcomes	Leader will monitor the progress in achieving 12-month targets and continuous improvement through the use of data collected from Students Attitudes to School Survey. Attendance data for overall absences will be monitored throughout the year and Explained and Unexplained absences will decrease in 2019. Feedback from parents, teachers and students on reporting and events.
Success Indicators	That the scores on the following indicators will improve as measured by the Student Attitudes to School Survey. • Stimulated learning • Learner confidence • Student voice and agency A review of planners that show regular opportunities for students to have agency and ownership in their learning. That overall absences will have improved.

Activities and Milestones	Who	Is this a PL Priority	When	Budget

A select group of teachers will trial Genius hour in Term 1 to identify challenges and potential before rolling it out across the school. (1)	☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$19,057.00 ☑ Equity funding will be used
Students are given opportunity to own their own learning in Genius hour that will be timetabled weekly for all classes from Term 2. (1)	☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$19,057.00 ☑ Equity funding will be used
Record student leadership opportunities in and out of class. (2)	☑ Leading Teacher(s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$19,057.00 ☑ Equity funding will be used
Students to run teach the teacher professional development with a keen focus on reading. (2)	☑ Leading Teacher(s) ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$19,057.00 ☑ Equity funding will be used
Reporting - 3 way conferencing. Students will have agency in what they report on, in conjunction with their classroom teacher. (1)	☑ Leading Teacher(s) ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$22,868.00 ☑ Equity funding will be used
Attendance officer will call families that are attendance concerns each day the student is absent. (3)	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$36,811.00 ☑ Equity funding will be used

Attendance plans will be updated on a termly basis for students that are concerns. (3) Cash component $2450	☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$21,507.00 ☑ Equity funding will be used
Rewards systems in place for all cohorts to create positive solutions in relation to engagement/attendance. (3) Cash component $9000.00 -School Pride / Student Voice / awards / clubs	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$28,857.00 ☑ Equity funding will be used
Allocate digital resources for Engagement of students within the classroom. Cash component $103480	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$103,480.00 ☑ Equity funding will be used

Goal 3	Wellbeing: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.
12 Month Target 3.1	Student Opinion Survey: Improve year 4, 5 and 6 score as measured by the DET Student attitudes to School Survey, variables below: Student safety- Respect for Diversity Teacher Student relations- Teacher concern Learner Characteristics and Disposition- Resilience
KIS 1 Empowering students and building school pride	If we build strong relationships between students, staff and community, then we will embed a culture of strong social ties and they will feel acceptance, care and support from others. They will feel they are truly part of a school community.
Actions	1. SEL (Resilience Project and Resilience Rights and Respectful relationships) delivered in every classroom from Foundation to Grade 6. 2. Breakfast club to operate daily

	3. Transition- Formal transition, continuous transition, 6/7 Transition, STAR
Outcomes	Increase in the attitudes to school data Increased attendance (as per engagement) Greater participation at school events and community activities Participation in Breakfast Club
Success Indicators	Student Opinion Survey: Improve year 4, 5 and 6 score as measured by the DET Student attitudes to School Survey, variables below: Student safety- Respect for Diversity Teacher Student relations- Teacher concern Learner Characteristics and Disposition- Resilience Breakfast Club survey completed annually

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SEL timetabled, as per the yearly overview- one hour per week to deliver Resilience Project and RRRR in every classroom (1) Cash component $13296	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$13,296.00 ☑ Equity funding will be used
Resilience Project to deliver in house sessions for both staff and students (1) Cash Component $6880	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 1	$6,880.00 ☑ Equity funding will be used
Further training for staff regarding RRRR (1) Cash Component $1000	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Family Planning Vic to deliver Sexual health and Education to all grade five students and new grade six students- complementing SEL (1) Cash Component $6000	☑ Allied Health	☐ PLP Priority	from: Term 1 to: Term 1	$6,000.00 ☑ Equity funding will be used
Social Worker to deliver follow up to students, priority cohorts (where applicable) as identified through SEL and PLT Meetings (1)	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$78,231.00 ☐ Equity funding will be used
Breakfast Club will operate five days per week: purpose being two fold, offering a nutritious breakfast and building relationships. Breakfast Club will be built and expanded upon, model further refined (2) Attendance Officer will monitor breakfast club attendance linked to absences. Cash component $3000.00	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$13,000.00 ☑ Equity funding will be used
Transition will occur throughout the year at point of need to accommodate the transience. (3)	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1.00 ☐ Equity funding will be used
Whole school transition will occur in term 4 (3) 6/7 transition term three and four (3)	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 4 to: Term 4	$3,500.00 ☐ Equity funding will be used

Inclusion school funded in-school visits, clothing, excursions and booklists as required.	☑ Leadership Team	☐ PLP Priority	from: Term 3 to: Term 4	$22,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$1,307,415.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$1,307,415.00**	**$0.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Revise and implement assessment and data schedule in Reading and Number (1) Cash component for Reading and Number- $69170.00	from: Term 1 to: Term 1		$89,319.00	
Use Growth Coaching qualified Leading Teachers to build capacity of teachers to analyse and interpret data sets using various data protocols with a focus on Practice Principle 6: Rigorous assessment practices and feedback inform teaching and learning (1) Cash component Leadership coaching $41400.00	from: Term 1 to: Term 4		$61,495.00	
Develop moderation protocol in Reading and Number (1)	from: Term 1 to: Term 2		$20,095.00	
Moderate work samples in PLT meeting and whole school Professional Learning sessions (1)	from: Term 1		$20,095.00	

	to: Term 4			
Develop a River Gum Assessment Guide (1)	from: Term 1 to: Term 2		$20,095.00	
Use Growth Coaching qualified Learning Specialist to lead the Peer Observation cycle in Reading and Number (2) Specialist class to provide classroom teacher release-Performing Arts. Learning Specialist release $67403 P2P Release $12856	from: Term 1 to: Term 4		$171,050.00	
Revise and review Instructional Model through Professional Learning sessions (2)	from: Term 1 to: Term 4		$11,261.00	
Embed whole school approaches in Reading and Number through the Instructional Model and Professional Learning sessions with a focus on the HITS of differentiation and explicit teaching (2) Learning Specialist release-one day Graduate	from: Term 1 to: Term 4		$11,261.00	
Trial and introduce MSL with a target cohort of students (2) Cash component $30,200	from: Term 1 to: Term 4		$44,459.00	
Trial and introduce Intervention and Extension within the classroom (2) Cash component MSL training $13,000.00	from: Term 1 to: Term 4		$318,073.00	
Ensure Intervention and Extension staff attend and participate in weekly data and planning PLT meetings (2)	from: Term 1		$14,259.00	

	to: Term 4			
Timetable PLT weekly meetings with a data and planning focus in Reading and Number (3)	from: Term 1 to: Term 4		$20,095.00	
Revise and implement documented curriculum plans through Yearly Overviews and Priority Standards with a focus on Practice Principle 4: Curriculum planning and implementation engages and challenges all students (3)	from: Term 1 to: Term 1		$11,261.00	
Introduce consistent collaborative planning template stored on Google Docs (3)	from: Term 1 to: Term 1		$20,095.00	
Track and monitor student growth for individual students, cohorts and whole school progress to provide feedback on teacher practice (3)	from: Term 1 to: Term 4		$20,095.00	
Allocate digital resources for English and Mathematics instruction (2) Cash component $103480	from: Term 1 to: Term 4		$103,480.00	
A select group of teachers will trial Genius hour in Term 1 to identify challenges and potential before rolling it out across the school. (1)	from: Term 1 to: Term 2		$19,057.00	
Students are given opportunity to own their own learning in Genius hour that will be timetabled weekly for all classes from Term 2. (1)	from: Term 2 to: Term 4		$19,057.00	

Record student leadership opportunities in and out of class. (2)	from: Term 1 to: Term 4		$19,057.00	
Students to run teach the teacher professional development with a keen focus on reading. (2)	from: Term 1 to: Term 4		$19,057.00	
Reporting - 3 way conferencing. Students will have agency in what they report on, in conjunction with their classroom teacher. (1)	from: Term 2 to: Term 4		$22,868.00	
Attendance officer will call families that are attendance concerns each day the student is absent. (3)	from: Term 1 to: Term 4		$36,811.00	
Attendance plans will be updated on a termly basis for students that are concerns. (3) Cash component $2450	from: Term 1 to: Term 4		$21,507.00	
Rewards systems in place for all cohorts to create positive solutions in relation to engagement/attendance. (3) Cash component $9000.00 -School Pride / Student Voice / awards / clubs	from: Term 1 to: Term 4		$28,857.00	
Allocate digital resources for Engagement of students within the classroom. Cash component $103480	from: Term 1 to: Term 4		$103,480.00	
SEL timetabled, as per the yearly overview- one hour per week to deliver Resilience Project and RRRR in	from: Term 1		$13,296.00	

every classroom (1) Cash component $13296	to: Term 4				
Resilience Project to deliver in house sessions for both staff and students (1) Cash Component $6880	from: Term 1 to: Term 1			$6,880.00	
Family Planning Vic to deliver Sexual health and Education to all grade five students and new grade six students- complementing SEL (1) Cash Component $6000	from: Term 1 to: Term 1			$6,000.00	
Breakfast Club will operate five days per week: purpose being two fold, offering a nutritious breakfast and building relationships. Breakfast Club will be built and expanded upon, model further refined (2) Attendance Officer will monitor breakfast club attendance linked to absences. Cash component $3000.00	from: Term 1 to: Term 4			$13,000.00	
Inclusion school funded in-school visits, clothing, excursions and booklists as required.	from: Term 3 to: Term 4			$22,000.00	
Totals				$1,307,415.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Use Growth Coaching qualified Leading Teachers to build capacity of teachers to analyse and interpret data sets using various data protocols with a focus on Practice Principle 6: Rigorous assessment practices and feedback inform teaching and learning (1) Cash component Leadership coaching $41400.00	☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
Moderate work samples in PLT meeting and whole school Professional Learning sessions (1)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Use Growth Coaching qualified Learning Specialist to lead the Peer Observation cycle in Reading and Number (2) Specialist class to provide classroom teacher release-Performing Arts.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site

Learning Specialist release $67403 P2P Release $12856						
Embed whole school approaches in Reading and Number through the Instructional Model and Professional Learning sessions with a focus on the HITS of differentiation and explicit teaching (2) Learning Specialist release-one day Graduate	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Learning Specialist	☑ On-site
A select group of teachers will trial Genius hour in Term 1 to identify challenges and potential before rolling it out across the school. (1)	☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Internal staff ☑ Departmental resources Amplify document	☑ On-site
Students are given opportunity to own their own learning in Genius hour that will be timetabled weekly for all classes from Term 2. (1)	☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff ☑ Departmental resources Amplify document	☑ On-site
Students to run teach the teacher professional development with a keen focus on reading. (2)	☑ Leading Teacher(s) ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff ☑ Departmental resources	☑ On-site

			☑ Collaborative Inquiry/Action Research team		Amplify document	
SEL timetabled, as per the yearly overview- one hour per week to deliver Resilience Project and RRRR in every classroom (1) Cash component $13296	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Network Professional Learning	☑ Departmental resources Respectful Relationships	☑ On-site