

# 2020 Annual Implementation Plan

## for improving student outcomes

East Bentleigh Primary School (4837)



East Bentleigh  
Primary School

Submitted for review by Maria Shearn (School Principal) on 16 December, 2019 at 01:22 PM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 16 December, 2019 at 02:57 PM  
Endorsed by Lisa Vance (School Council President) on 18 December, 2019 at 09:29 AM

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	<p>There has been a good up-take of all initiatives introduced in Literacy (Reading Strategies and VCOP, Big Write) across the school. The THRASS framework and SMART Spelling has helped to embed consist spelling strategies.</p> <p>In NAPLAN Numeracy we had 50% achieving in the top two bands in grade 3 and 28% (a decline) Year 5 (though an increase in Band 6) . In Reading we had 56% achieving in the top two bands in grade 3 and 46% in Year 5. Curriculum teams have been using data to moderate writing across the school using the Victorian Curriculum scale developed for VCOP - Big Write .</p> <p>Essential assessment, MOI, Fountas and Pinnell and Benchmark data templates have been added to the SPA program we use for data collection. Some of the data has been added this year though a more consistent collection of data will be monitored in 2020. This will allow us to triangulate data in Literacy - Writing and Reading and all areas of Numeracy.</p> <p>We reviewed our existing Attendance Policy and had it ratified by School Council in the July meeting. All staff send their class lists to the office by 9:30am, indicating which student/s have not arrived at school and parents have not notified the school. Office staff ring these families - at present there has been some improvement in attendance. Our ATS (Attitudes to School) data expressed that our Year 6,5 and 4 cohort's Engagement and stimulating learning has increased across all areas.</p>
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	<p>We had our school review in August this year which highlighted a greater need for consistency across the school in Literacy - Writing in particular as our NAPLAN results has not shown growth. The Literacy team organised a review of teaching writing at EBPS. As part of this staff have been observed in writing lessons and feedback provided. The Literacy team and staff, through shared collaboration, have developed a consistent Literacy planner - using a six week cycle incorporating VCOP and Six Traits of Writing.</p>
<p><b>Considerations for 2020</b></p>	<p><b>NUMERACY:</b>  Resource orientation for staff at the beginning of the school year  Reminding staff of suggested list of classroom kits at the beginning of the school year.  Ensure challenge through the use of differentiation, open ended tasks, effective grouping.  Improve staff knowledge of differentiation and work on different ways this can be accomplished.  Work on developing student feedback from teachers beyond ticks and 'well done, good job'.  Continue more regular analysis of teacher data across the school and in year levels.  SIT team to look at teacher judgement data from 2019 semester 2 with NAPLAN.  During the NAPLAN maths tests ensure there is an additional teacher/aide to support student reading.</p> <p><b>LITERACY:</b>  Introduce a 5-6 week writing cycle of each writing genre.  Implement goals from the Writing Review.  Set up a Mentor Text resource area and purchase appropriate resources.  Develop knowledge of the resource 6 traits of Writing  Model best practice literacy strategies to staff through Literacy SIT team.  Buy whole school required guided reading and home reading resources as required.  Reassess Literacy shelf organization and provide orientation for staff at beginning of 2020.</p> <p><b>WELLBEING:</b>  Address the results from the Student Attitudes to School Survey- 50% of students in 4, 5 and 6 reported being bullied. For example:  Explicitly teaching what bullying is and what bullying isn't- in addition to explicit class teaching engage year six leaders to make videos, address classroom groups, teacher group  No Blame Conferences to address possible issues- model/video  Parent nights to address managing bullying/resilience. Also speak and discuss with parents during information nights  To ensure all staff follow our reporting and investigating processes by - Regular reminders at briefing - Master recording format to record that a bullying report has been lodged - Short cut to editable bullying report/investigation forms on Google drive</p>

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	To enhance numeracy outcomes for all students
<b>Target 1.1</b>	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50% <i>By 2023, increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 38%</i>
<b>Target 1.2</b>	By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5% <i>By 2023, decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 8%</i>
<b>Target 1.3</b>	By 2023, increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 40%
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	To develop teachers' capability to meet students' learning at their point of need
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	To build the learning capabilities of highly able students
<b>Goal 2</b>	To improve student literacy outcomes, particularly writing
<b>Target 2.1</b>	By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for :

	<ul style="list-style-type: none"> <li>• Year 3 students from 23% to 55%</li> <li>• Year 5 students from 7% to 25%</li> </ul> <p><i>By 2023, increase the percentage of students achieveing above age related expectation in teacher judgements from 16% to 25%</i></p>
<p><b>Target 2.2</b></p>	<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Writing for:</p> <ul style="list-style-type: none"> <li>• Year 3 from 16% to 6%</li> <li>• Year 5 from 21% to 10%</li> </ul> <p><i>By 2023, decrease the percentage of students achieveing below expected in teacher judgements from 24% to 13%</i></p>
<p><b>Target 2.3</b></p>	<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>• Year 3 from 46% to 60%</li> <li>• Year 5 from 58% to 65%</li> </ul>
<p><b>Target 2.4</b></p>	<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>• Year 3 from 14% to 6%</li> <li>• Year 5 from 12% to 7%</li> </ul>

<b>Key Improvement Strategy 2.a</b> Instructional and shared leadership	To enhance the implementation of the school's differentiated instructional model
<b>Key Improvement Strategy 2.b</b> Building leadership teams	To enhance teacher collaboration
<b>Goal 3</b>	To improve engagement for all students
<b>Target 3.1</b>	By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96%
<b>Target 3.2</b>	By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94%
<b>Target 3.3</b>	By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90%
<b>Target 3.4</b>	By 2023, increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 90%
<b>Target 3.5</b>	By 2023, average number of days absence to decrease from 17 to 14 days
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To develop a school wide understanding of student voice and agency
<b>Key Improvement Strategy 3.b</b>	To embed student voice and agency across the curriculum



Intellectual engagement and self-awareness	
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## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To enhance numeracy outcomes for all students	Yes	<p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50%</p> <p><i>By 2023, increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 38%</i></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 46%. Increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 28% Through targeted Professional Learning at school and across our SaGE network we will continue to enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. Greater use of formative assessment; common assessment tasks; whole school pre and post testing, shared criteria; rubrics; cross marking; Essential Assessment; the use of effective feedback. Collation of all data on SPA</p>
		<p>By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5%</p>	<p>Decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 6% Decrease the percentage of students</p>

		<p><i>By 2023, decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 8%</i></p>	<p>achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 10%</p>
		<p>By 2023, increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 40%</p>	<p>Increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 20%</p>
To improve student literacy outcomes, particularly writing	Yes	<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for :</p> <ul style="list-style-type: none"> <li>• Year 3 students from 23% to 55%</li> <li>• Year 5 students from 7% to 25%</li> </ul> <p><i>By 2023, increase the percentage of students achieving above age related expectation in teacher judgements from 16% to 25%</i></p>	<p>Increase the percentage of students in the top two bands in NAPLAN Writing for :</p> <ul style="list-style-type: none"> <li>•Year 3 students from 23% to 30%</li> <li>•Year 5 students from 7% to 14%</li> </ul> <p>Increase the percentage of students achieving above age related expectation in teacher judgements from 16% to 18%</p>
		<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Writing for:</p> <ul style="list-style-type: none"> <li>• Year 3 from 16% to 6%</li> <li>• Year 5 from 21% to 10%</li> </ul> <p><i>By 2023, decrease the percentage of students achieving below expected in teacher judgements from 24% to 13%</i></p>	<p>Decrease the percentage of students in the bottom two bands in NAPLAN Writing for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 16% to 12%</li> <li>•Year 5 from 21% to 15%</li> </ul>

		<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>• Year 3 from 46% to 60%</li> <li>• Year 5 from 58% to 65%</li> </ul>	<p>Increase the percentage of students in the top two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 46% to 50%</li> <li>•Year 5 from 58% to 60%</li> </ul>
		<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>• Year 3 from 14% to 6%</li> <li>• Year 5 from 12% to 7%</li> </ul>	<p>Decrease the percentage of students in the bottom two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 14% to 10%</li> <li>•Year 5 from 12% to 10%</li> </ul>
To improve engagement for all students	Yes	<p>By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96%</p>	<p>Increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 86% to 90%</p>
		<p>By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94%</p>	<p>Increase the percentage of positive endorsements on the AToSS: Effective teaching time from 83% to 88%</p>
		<p>By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90%</p>	<p>Increase the positive endorsements on the AToSS: Sense of confidence from 78% to 84%</p>

		By 2023, increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 90%	Increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 84%
		By 2023, average number of days absence to decrease from 17 to 14 days	Average number of days absence to decrease from 17 to 16 days

<b>Goal 1</b>	To enhance numeracy outcomes for all students	
<b>12 Month Target 1.1</b>	<p>Increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 46%.          Increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 28%</p> <p>Through targeted Professional Learning at school and across our SaGE network we will continue to enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate.          Greater use of formative assessment; common assessment tasks; whole school pre and post testing, shared criteria; rubrics; cross marking; Essential Assessment; the use of effective feedback.          Collation of all data on SPA</p>	
<b>12 Month Target 1.2</b>	<p>Decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 6%          Decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 10%</p>	
<b>12 Month Target 1.3</b>	Increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 20%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	To develop teachers' capability to meet students' learning at their point of need	Yes
<b>KIS 2</b>	To build the learning capabilities of highly able students	No

Curriculum planning and assessment		
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.	An analysis of the school's NAPLAN and school-based benchmarking data identified there was wide variation in teacher judgement for mathematics. Fieldwork during the review process in 2019 revealed that teacher collaboration in data analysis was low. The school's Panorama Report indicated the percentage of students in the top two bands in Year 3 was below similar schools. Numeracy was therefore identified as an area requiring focus.	
<b>Goal 2</b>	To improve student literacy outcomes, particularly writing	
<b>12 Month Target 2.1</b>	<p>Increase the percentage of students in the top two bands in NAPLAN Writing for :</p> <ul style="list-style-type: none"> <li>•Year 3 students from 23% to 30%</li> <li>•Year 5 students from 7% to 14%</li> </ul> <p>Increase the percentage of students achieving above age related expectation in teacher judgements from 16% to 18%</p>	
<b>12 Month Target 2.2</b>	<p>Decrease the percentage of students in the bottom two bands in NAPLAN Writing for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 16% to 12%</li> <li>•Year 5 from 21% to 15%</li> </ul>	
<b>12 Month Target 2.3</b>	<p>Increase the percentage of students in the top two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 46% to 50%</li> <li>•Year 5 from 58% to 60%</li> </ul>	
<b>12 Month Target 2.4</b>	<p>Decrease the percentage of students in the bottom two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 14% to 10%</li> <li>•Year 5 from 12% to 10%</li> </ul>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b>	To enhance the implementation of the school's differentiated instructional model	Yes

Instructional and shared leadership		
<b>KIS 2</b> Building leadership teams	To enhance teacher collaboration	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.	An analysis of the school's NAPLAN and school-based benchmarking data identified that there was wide variation in teacher judgement for writing and that reading results had declined. The school's Panorama Report indicated that the percentage of students in the top two bands was well below similar schools for both Year 3 and 5 in writing and in Year 3 reading; and that the percentage of student in the bottom two bands had increased and was significantly above similar schools in writing in both Years 3 and 5, and was above similar schools in Reading for Year 5. Literacy was therefore identified as an area requiring focus.	
<b>Goal 3</b>	To improve engagement for all students	
<b>12 Month Target 3.1</b>	Increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 86% to 90%	
<b>12 Month Target 3.2</b>	Increase the percentage of positive endorsements on the AToSS: Effective teaching time from 83% to 88%	
<b>12 Month Target 3.3</b>	Increase the positive endorsements on the AToSS: Sense of confidence from 78% to 84%	
<b>12 Month Target 3.4</b>	Increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 84%	
<b>12 Month Target 3.5</b>	Average number of days absence to decrease from 17 to 16 days	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	To develop a school wide understanding of student voice and agency	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	To embed student voice and agency across the curriculum	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.

Analysis of the ATOS indicated that student voice and agency was trending down. Fieldwork during the review process in 2019 identified inconsistent practices in goal setting and differentiation, inconsistent planning documentation, and variation in the level of student engagement across classes. Student attendance was lower than like schools. Student voice and agency was therefore identified as an area requiring focus.

Student Led Conferences will continue to develop in 2020 with more consistency of SMART goals and explicit work samples collected and displayed either in a journal/digital.

Through Curriculum Syndicates staff will work collaboratively to moderate common assessment tasks, develop consistent teacher judgement outcomes through analysing student data and reflect and review the impact of their practice on learning outcomes. We will ensure that our Instructional Model is implemented across the school focusing on differentiated pedagogical practices that meet the learning needs of all students.



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To enhance numeracy outcomes for all students
<b>12 Month Target 1.1</b>	<p>Increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 46%.            Increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 28%</p> <p>Through targeted Professional Learning at school and across our SaGE network we will continue to enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate.            Greater use of formative assessment; common assessment tasks; whole school pre and post testing, shared criteria; rubrics; cross marking; Essential Assessment; the use of effective feedback.            Collation of all data on SPA</p>
<b>12 Month Target 1.2</b>	<p>Decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 6%            Decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 10%</p>
<b>12 Month Target 1.3</b>	Increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 20%
<b>KIS 1</b> Evaluating impact on learning	To develop teachers' capability to meet students' learning at their point of need
<b>Actions</b>	Develop a whole-school understanding of data collection and analysis
<b>Outcomes</b>	<p>Leaders will :</p> <ul style="list-style-type: none"> <li>- Communicate high expectations about the curriculum syndicate meetings and the importance of data collection and analysis</li> <li>- Provide Professional Learning to upskill staff in data analysis</li> <li>- Develop assessment schedules with data collection clearly defined</li> <li>- Support middle leaders with data analysis across the school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Be able use data to inform their teaching within core subjects - literacy and numeracy</li> <li>- Explicitly teach students to set and track progress against individual learning goals through data collected on Essential Assessment, Fountas and Pinnell, MOI and VCOP cold writes</li> </ul>

	<ul style="list-style-type: none"> <li>- Work in curriculum syndicates to discuss data to inform differentiation</li> <li>- To triangulate data using empirical evidence from standardised assessments, observations and teacher judgement to accurately assess students work</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to set and track progress against individual learning goals - in particular - literacy and numeracy</li> <li>- Be active participants their own learning</li> </ul>			
<b>Success Indicators</b>	<p>Leaders: Minutes from Professional Learning presentations on data analysis.  Teachers: P.D.P. notes reflecting on progress in implementing the use of data , lesson plans, curriculum plans and minutes from curriculum syndicates  Students: Individual learning goals in literacy and numeracy.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop structures and protocols for data collection and analysis	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Key staff to participate in professional learning and school visits	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All staff complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student literacy outcomes, particularly writing			

<b>12 Month Target 2.1</b>	<p>Increase the percentage of students in the top two bands in NAPLAN Writing for :</p> <ul style="list-style-type: none"> <li>•Year 3 students from 23% to 30%</li> <li>•Year 5 students from 7% to 14%</li> </ul> <p>Increase the percentage of students achieving above age related expectation in teacher judgements from 16% to 18%</p>
<b>12 Month Target 2.2</b>	<p>Decrease the percentage of students in the bottom two bands in NAPLAN Writing for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 16% to 12%</li> <li>•Year 5 from 21% to 15%</li> </ul>
<b>12 Month Target 2.3</b>	<p>Increase the percentage of students in the top two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 46% to 50%</li> <li>•Year 5 from 58% to 60%</li> </ul>
<b>12 Month Target 2.4</b>	<p>Decrease the percentage of students in the bottom two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> <li>•Year 3 from 14% to 10%</li> <li>•Year 5 from 12% to 10%</li> </ul>
<b>KIS 1</b> Instructional and shared leadership	To enhance the implementation of the school's differentiated instructional model
<b>Actions</b>	Implement evidence-based instructional models for literacy and numeracy
<b>Outcomes</b>	<p>Leaders will support the implementation of the instructional model in literacy and numeracy through targeted professional learning</p> <p>Teachers will understand and deliver the instructional model across the school in literacy and numeracy.</p> <p>Students will be able to articulate the instructional model.</p>
<b>Success Indicators</b>	<p>Leaders will measure their success of the instructional model being consistently used in all classrooms through learning walks and P.D.P. meetings.</p> <p>Teachers will measure their success via peer observations notes and the development of planning documents(work programs)</p> <p>Students will measure their success via feedback in student focus groups and development of various survey tools.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning on implementing the instructional model for literacy and numeracy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Development and implementation of whole school literacy and numeracy planners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader  <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve engagement for all students			
<b>12 Month Target 3.1</b>	Increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 86% to 90%			
<b>12 Month Target 3.2</b>	Increase the percentage of positive endorsements on the AToSS: Effective teaching time from 83% to 88%			
<b>12 Month Target 3.3</b>	Increase the positive endorsements on the AToSS: Sense of confidence from 78% to 84%			
<b>12 Month Target 3.4</b>	Increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 84%			
<b>12 Month Target 3.5</b>	Average number of days absence to decrease from 17 to 16 days			
<b>KIS 1</b> Empowering students and building school pride	To develop a school wide understanding of student voice and agency			
<b>Actions</b>	Develop a whole-school understanding of what student agency in learning looks like. Identify opportunities to activate student agency in learning.			

<b>Outcomes</b>	<p>Leaders will :</p> <ul style="list-style-type: none"> <li>- Be able to clearly articulate what student agency looks like at East Bentleigh P.S.</li> <li>- Observe implementation of student agency across the school</li> </ul> <p>- Teachers will:</p> <ul style="list-style-type: none"> <li>- Be able to articulate what student agency in learning looks like generally and within core subjects - literacy and numeracy</li> <li>- Explicitly teach students to set and track progress against individual learning goals.</li> <li>- Work in curriculum syndicates to explicitly integrate opportunities for student agency within the whole- school curriculum plan</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to set and track progress against individual learning goals</li> <li>- Be active participants in setting classroom rules and procedures</li> <li>- Share ideas and have a say in the things they learn</li> </ul>			
<b>Success Indicators</b>	<p>Leaders: Minutes from Professional Learning presentations on student agency and notes from classroom observations.  Teachers: P.D.P. notes reflecting on progress in implementing agency in learning, lesson plans, curriculum plans and minutes from Curriculum Syndicates  Students: Individual learning goals in literacy and numeracy.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Development of a East Bentleigh P.S. Student Agency Policy	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and implementation of professional learning program to support staff understanding of student agency.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review curriculum to incorporate opportunities for student agency at each year level	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$15,500.00	\$15,500.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$15,500.00</b>	<b>\$15,500.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop structures and protocols for data collection and analysis	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Key staff to participate in professional learning and school visits	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
All staff complete professional learning workshops on analysing and using data	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Development and implementation of whole school literacy and numeracy planners	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00

	to: Term 4			
Development of a East Bentleigh P.S. Student Agency Policy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Develop and implementation of professional learning program to support staff understanding of student agency.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$4,000.00
Review curriculum to incorporate opportunities for student agency at each year level	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
<b>Totals</b>			\$15,500.00	\$15,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop structures and protocols for data collection and analysis	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Spa platform and using panorama <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Key staff to participate in professional learning and school visits	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Visiting schools in the SaGE network to view good practice
All staff complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Professional learning on implementing the instructional model for literacy and numeracy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Development and implementation of whole school literacy and numeracy planners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 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"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Development of a East Bentleigh P.S. Student Agency Policy	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <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"/> On-site
Develop and implementation of professional learning program to support staff understanding of student agency.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Review curriculum to incorporate opportunities for student agency at each year level	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Timetabled Planning Day		
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