

2020 Annual Implementation Plan

for improving student outcomes

Hawkesdale P12 College (5434)



**HAWKESDALE
P12 COLLEGE**

Submitted for review by Colan Distel (School Principal) on 04 December, 2019 at 10:36 AM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 04 December, 2019 at 02:33 PM
Endorsed by Elise Dell (School Council President) on 18 December, 2019 at 01:43 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards 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	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

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

Enter your reflective comments	<p>During 2019 staff have been involved in Professional Learning Communities (PLC) training, while this training happened in the second half of the year a number of PLCs have been working together throughout the year. Some have been more effective than others, all have had a focus on data and ways of improving student outcomes. Further staff have been involved in Sounds Write training and literacy leaders training. The development of middle leadership has been a focus during the last few years, we are now well placed in this regard. The team that have completed PLC training have used a number of staff sessions to explain to the rest of the staff the inquiry cycle in preparation for 2020. Pivot surveys have been used to give staff feedback on their teaching, this information along with the HITS and our Instructional model has been used to give focus to peer to peer observations, and linked to Staff Professional Development Plans (PDP). A School Wide Positive Behavior Support (SWPBS) team has worked with a regional coach to start the implementation of this framework in our school. This has involved working with the staff to develop list of major minor behaviors and agreed responses. A clear set of behaviors has been developed around our school values, this is called the matrix. A focus has also been on the development of the student leadership team, this has involved a new structure and greater opportunities for student voice.</p>
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<p>Considerations for 2020</p>	<p>In 2020 time will be taken to embed some of the work that has already begun. Each PLC team will be supported by staff member who has completed PLC training, the focus of these teams will be improving numeracy and literacy outcomes as well as student well being and engagement. The SWPBS team will continue to be supported by regional coach to further implement the SWPBS framework. The next part of which is the development of a rewards system to reinforce the expected behaviors as listed in our matrix. The Sounds Write program will be further embed and opportunities explored to use it to provide support for older students who require some intervention work. Literacy Triads will be extended into the secondary level to provide opportunity for staff to focus on group and individual student improvement. Numeracy will be a focus at the primary level to ensure that there are throughlines in the teaching and opportunities for staff to collaborate and track individual student progress.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	Build the capability of all teachers to consistently implement an agreed pedagogical model so that all students achieve appropriate learning growth.																																																																											
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Key Improvement Strategy 1.a Building practice excellence	Develop, document and implement agreed instructional models for the teaching of literacy and numeracy from P to 12, that has clear links to the High Impact Teaching Strategies (HITS) and the Victorian Teaching and Learning model.
Key Improvement Strategy 1.b Building practice excellence	Develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student outcomes.
Goal 2	Enhance the partnership between the school, families and community to improve student achievement, engagement and wellbeing.
Target 2.1	<p>Student survey</p> <p>Effective teaching practice for cognitive engagement measures at least in the third quartile.</p> <p>Teacher student relationships measures positive % endorsement at least in the third quartile.</p> <p>Student, staff and parent perspectives from panorama report:</p> <p>Students felt connected to school measure 40% 2016 to 60% 2020</p> <p>Staff were positive about school climate 63% 2016 to 75% 2020</p>

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<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Ensure a whole school focus on School Wide Positive Behaviors (SWPB) to strengthen the social and emotional well-being of students.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																	
<p>Build the capability of all teachers to consistently implement an agreed pedagogical model so that all students achieve appropriate learning growth.</p>	<p>Yes</p>	<p>Maintain or increase % of student-matched cohort in top two NAPLAN bands.</p> <table border="1" data-bbox="701 644 1659 1007"> <thead> <tr> <th rowspan="2">Growth</th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Year 3 to 5 2017</td> <td>20%</td> <td>30%</td> <td>27.3%</td> <td>0%</td> <td>45.5%</td> <td>0%</td> <td>20%</td> <td>20%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>Year 5 to 7 2017</td> <td>35%</td> <td>25%</td> <td>15%</td> <td>25%</td> <td>25%</td> <td>15%</td> <td>9.5%</td> <td>42.9%</td> <td>19%</td> <td>28.6%</td> </tr> <tr> <td>Year 7 to 9 2017</td> <td>30.8%</td> <td>15.4%</td> <td>7.1%</td> <td>71.4%</td> <td>35.7%</td> <td>35.7%</td> <td>35.7%</td> <td>21.4%</td> <td>35.7%</td> <td>21.4%</td> </tr> <tr> <td>Target 4 year average</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table> <p>VCE</p> <p>Achieve and sustain a 5-year average all study score of 29.</p> <p>Exit Year 12 students</p>	Growth	Reading		Numeracy		Writing		Spelling		G&P		Low	High	Low	High	Low	High	Low	High	Low	High	Year 3 to 5 2017	20%	30%	27.3%	0%	45.5%	0%	20%	20%	30%	20%	Year 5 to 7 2017	35%	25%	15%	25%	25%	15%	9.5%	42.9%	19%	28.6%	Year 7 to 9 2017	30.8%	15.4%	7.1%	71.4%	35.7%	35.7%	35.7%	21.4%	35.7%	21.4%	Target 4 year average	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Students maintain or exceed 12 months learning gain in Reading Comprehension and Numeracy as measured against their year level stanines on the PAT tests conducted in November, as well as in teacher judgements. Increase the percentage of disadvantaged (Level 1&2 Equity funded) students in year 8 & 9 at or above level in Reading and Viewing. Percentage of students in top two bands of Naplan at least 20% for all measures. VCE all study score of 28.</p>
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Goal 1	Build the capability of all teachers to consistently implement an agreed pedagogical model so that all students achieve appropriate learning growth.	
12 Month Target 1.1	<p>Students maintain or exceed 12 months learning gain in Reading Comprehension and Numeracy as measured against their year level stanines on the PAT tests conducted in November, as well as in teacher judgements.</p> <p>Increase the percentage of disadvantaged (Level 1&2 Equity funded) students in year 8 & 9 at or above level in Reading and Viewing.</p> <p>Percentage of students in top two bands of Naplan at least 20% for all measures.</p> <p>VCE all study score of 28.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop, document and implement agreed instructional models for the teaching of literacy and numeracy from P to 12, that has clear links to the High Impact Teaching Strategies (HITS) and the Victorian Teaching and Learning model.	Yes
KIS 2 Building practice excellence	Develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student outcomes.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>During our 2017 school review in 2017 'Building the capability of all teachers to consistently implement an agreed pedagogical model so that all students achieve appropriate learning growth.' was decided on as a goal. During 2019 further work occurred in embedding our Instructional model and links to the HITs. A team of PLC leaders completed PLC training and this learning is being applied to help build effective PLC teams across the school. During 2020 PLC teams will use the inquiry cycle to investigate ways of improving students learning outcomes. Literacy and numeracy PLCs will operate at both the secondary and primary levels, their focus will be initially on the identification of where students are at the moment (putting faces to the data) and identification of learning goals. The inquiry cycle will be used to identify actions that will initially focus at the level of Triad teams before being expanded into other areas of the school.</p>	
<p>Goal 2</p>	<p>Enhance the partnership between the school, families and community to improve student achievement, engagement and wellbeing.</p>	
<p>12 Month Target 2.1</p>	<p>Year 4-6 attitudes to school survey Stimulating learning positive measure from 56% (2019) to 70% (2020) and teacher concern positive measures 49% (2019) to 65% (2020). Number of unexplained absences to approach 0 at all year levels.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Ensure a whole school focus on School Wide Positive Behaviors (SWPB) to strengthen the social and emotional well-being of students.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>During 2019 our SWPBS team worked with our coach Brandi Galpin to begin the implementation of the SWPBS program in our school. Progress has been made on the development of behavioral matrix and the collection of data. The behavioral matrix has been develop through a number of workshops with the staff. The next stage is ensuring that the expectations are explicitly taught and applied in a consistent manner. During 2020 a rewards system will be setup to provide positive feedback on appropriate behavior, while the skills that students require that need to be explicitly taught will be identified. Where and how these are taught will also be identified and embedded in and pout of classrooms</p>	

Define Actions, Outcomes and Activities

Goal 1	Build the capability of all teachers to consistently implement an agreed pedagogical model so that all students achieve appropriate learning growth.
12 Month Target 1.1	Students maintain or exceed 12 months learning gain in Reading Comprehension and Numeracy as measured against their year level stanines on the PAT tests conducted in November, as well as in teacher judgements. Increase the percentage of disadvantaged (Level 1&2 Equity funded) students in year 8 & 9 at or above level in Reading and Viewing. Percentage of students in top two bands of Naplan at least 20% for all measures. VCE all study score of 28.
KIS 1 Building practice excellence	Develop, document and implement agreed instructional models for the teaching of literacy and numeracy from P to 12, that has clear links to the High Impact Teaching Strategies (HITS) and the Victorian Teaching and Learning model.
Actions	<ol style="list-style-type: none"> 1. Develop and implement an effective teacher observational and feedback model, to support the consistent implementation of the school instructional model and literacy and numeracy pedagogical models. 2. Develop teacher capacity and understanding in analysis and use of student data to plan for effective differentiated teaching in literacy and numeracy
Outcomes	<p>The school expects to see the following Outcomes (Changes in knowledge, skills or behaviors).</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Use multiple sources of evidence to track peer observations/ pedagogical model implementations including barriers and enablers. Develop their own observational skills. Provide ongoing feedback and support to build collective efficacy of staff. Identify and target areas of professional development to build teacher capacity. <p>Teachers will:</p> <ul style="list-style-type: none"> Utilise the Improvement Cycle to monitor progress of student learning Use the School instructional model in all classes with a particular emphasis on the use of Learning intentions, success criteria, effective feedback and academic vocabulary. Literacy and numeracy leaders will develop, use and review literacy and numeracy pedagogical models to plan and deliver lessons. <p>Students will:</p> <ul style="list-style-type: none"> Engage actively in tasks Understand the process required to complete tasks Can move with confidence from worked examples to independent practice Able to describe what they are learning and why.

	Students will demonstrate one year of learning growth.			
Success Indicators	<p>Students and teachers will be able to describe how students learn to read, write and be numerate and how reading, writing and numeracy achievement is promoted in their classes i.e. What does the teaching of literacy and numeracy look like in all our classrooms. Student improvement in literacy and numeracy will be measured using data collected according to the school assessment schedule and will be accessible on SPA. Teachers will have an expectation that all students show at least 12 months learning gain each year. 'Faces will be put to the data'- teachers will be able to describe and track individual student progress and provide timely feedback on where to next to parents, students and others teachers. Use of literacy and numeracy data will be evident in teachers planning and will be discussed at PLC meetings and a focus of PDP plans.</p> <p>Leaders: Success indicators could include lesson plan and observational notes, notes from learning walks, results from students surveys, PDP mid and end of cycle reflections and discussions. Notes from leadership meetings reflecting on AIP implementation, including enablers and barriers.</p> <p>Teacher: Success indicators could include; Ability to explain age and subject appropriate literacy and numeracy pedagogical models, lesson plans, notes from per to peer observations, PDP mid and end of cycle reflections and discussions. progress and growth of equity funded students.</p> <p>Student: Success indicators could include: leader notes from conversations with students during learning walks. Student survey and numeracy and literacy data. Student work samples.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a structure and schedule for regular peer to peer observations. (Twice per term).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a structure and schedule for regular leadership learning walks incorporating student feedback on school instructional models and relevant literacy or numeracy pedagogical model.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Incorporate peer observations into PDPs (develop a common goal fro all staff).	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
PLC leaders meet with leadership once a month to identify common themes and issues to inform future direct.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy and numeracy triad teams work towards developing and reviewing consistent implementation of school instructional model and literacy and numeracy pedagogical models. With a focus on improving student learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$67,591.00 <input type="checkbox"/> Equity funding will be used
Actively be involved in Numeracy Community of Practice (COP) with other local school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,100.00 <input checked="" type="checkbox"/> Equity funding will be used
Respond to professional learning needs of staff as they are identified.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student outcomes.			
Actions	1. Develop data literacy capacity of PLC leaders. 2. Develop teacher instructional practice in the area of reading and numeracy through the PLC Inquiry Cycle to ensure consistency of quality practice across classrooms. 3. Increase the percentage of disadvantaged (Level 1&2 Equity funded) students at or above expected level in Reading and Numeracy.			

	4. Implement the Middle Years Literacy and Numeracy Support (MYLNS) initiative through the engagement of prioritised students in structured intervention.			
Outcomes	<p>The school expects to see the following Outcomes (Changes in knowledge, skills or behaviors).</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Provide ongoing feedback and support to build collective efficacy of staff Create conditions and processes for staff to work collaboratively in PLCs and review and refine structures to ensure effectiveness. Identify and target areas of professional development to build collective efficacy. Understand the MYLNS initiative and be able to implement, monitor and evaluate its implementation within the school's context. Ensure Improvement Teachers can access professional learning and support. <p>Teachers will:</p> <ul style="list-style-type: none"> Utilise the Improvement Cycle to monitor progress of student learning growth Implement pedagogical models and instructional practices. Work collaboratively with colleagues, including peer observation, to provide feedback with a focus on areas identified by student feedback and self-reflection. Analyse student data to reflect and review the impact of their practice on learning outcomes and be responsive to such data and evidence. Identify and adopt differentiated instructional practices and appropriate interventions that enable all students to achieve expected outcomes. Have developed their capacity to support individual students and address their learning needs <p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate the 'usual' structure of lessons. Have opportunity to provide feedback to teachers on teaching and on student feelings and learning progress. 			
Success Indicators	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators:</p> <ul style="list-style-type: none"> Staff, student or parent surveys e.g. School Staff Survey, AtoSS, Pivot survey Teaching and learning programs, e.g. term/ semester/year teaching and learning programs, lesson plans, learning resources Classroom observations, e.g. lesson observation notes, video clips of practice, student survey data, peer observation notes Reflection and feedback e.g. student PIVOT surveys, student conference notes, teacher student records, parent feedback Student assessment and learning e.g. assessment plans and schedules, assessment tools, diagnostic instruments, data walls Collaboration and communication e.g. video clip of team teaching, co-constructed resources, common assessment tasks, meeting minutes, community engagement notes Professional learning e.g. professional learning plans, action research, PLC journals, professional learning workshops/forums. MYLAN targeted student progress. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Review and finalise the current workforce plan with a view to strengthening professional practice through resourcing of Triads and PLC teams.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$19,625.00 <input type="checkbox"/> Equity funding will be used
Develop a PL plan in conjunction with PLC Regional Manager	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Organise visits with a PLC Link School	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a structure and schedule for regular PLC team meetings, supported by trained PLC leaders and regional PLC manager.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Utilizing the improvement cycle to plan, implement, monitor and evaluate the work of all PLCs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC leaders will be given access to Panorama and trained in its use.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Peer observations and learning walks with focus on what is happening for MYLAN and equity funded students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage in the MYLNS professional learning suite	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and monitor ILPs for MYLNS priority students	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <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
Goal 2	Enhance the partnership between the school, families and community to improve student achievement, engagement and wellbeing.			
12 Month Target 2.1	Year 4-6 attitudes to school survey Stimulating learning positive measure from 56% (2019) to 70% (2020) and teacher concern positive measures 49% (2019) to 65% (2020). Number of unexplained absences to approach 0 at all year levels.			
KIS 1 Empowering students and building school pride	Ensure a whole school focus on School Wide Positive Behaviors (SWPB) to strengthen the social and emotional well-being of students.			
Actions	<ol style="list-style-type: none"> 1. Embed the Hawkesdale P12 behavioral matrix into the the day to day operation of the school. 2. Develop and implement a positive feedback model to support the teaching of positive behaviors across the school. 3. Review Student Engagement and Well being policy to ensure that it includes SWPBS framework. 			

Outcomes	<p>The school expects to see the following Outcomes (Changes in knowledge, skills or behaviors).</p> <p>Leaders will: Follow student Engagement and Well being policy and provide support for all staff to develop their understanding and knowledge of SWPBS. Liaise with families and provide support, where student attendance is not at expected level. Celebrate and communicate with the school community attendance and wellbeing achievements.</p> <p>All staff will: Work within school SWPBS framework, including following Student Engagement policy. This will be evident in Compass entries and curriculum documentation. Student attendance will be monitored and staff and staff will be responsive to strategies to maximise attendance and communication with families.</p> <p>Students will: Be able to demonstrate improved Attitude to School survey and attendance data. Be able to articulate school values and aims of SWPBS program.</p>			
Success Indicators	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators:</p> <p>Staff, student or parent surveys i.e. School Staff Survey, AtoSS, Pivot survey Teaching and learning programs, i.e. curriculum documented to show explicit teaching in relation to SWPBS goals of the school. Reflection and feedback i.e. student perception surveys, teacher and parent feedback on impact of SWPBS. Collaboration and communication i.e. PLC meeting minutes and records of communication with community. Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums. Compass data Rewards structure. Attendance data including progress towards no unexplained absences.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
A positive and proactive philosophy, a vision and essential beliefs or guiding principles about student behavior and discipline are in writing and are evident in all school documentation and promotional materials- including school handbook, displays around the school and the school website.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Audit staff knowledge and acceptance of the essential components of SWPB and provide additional professional learning as required, along with a collective PDP goal to secure the consistent and	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

precise implementation of the initiative.			to: Term 2	<input type="checkbox"/> Equity funding will be used
Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seat work, etc.) to identify success in their classrooms that align with schoolwide expectations	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers use the positive feedback model to reinforce agreed classroom expectations and school behavior matrix.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Administer Pivot surveys at the end of term 1 and beginning of term 4, to provide student voice on the operation of classrooms	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The SWPBS Leadership Team meets regularly to develop, monitor, or maintain effective practices and systems.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,600.00	\$10,600.00
Additional Equity funding	\$144,207.00	\$144,207.00
Grand Total	\$154,807.00	\$154,807.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Actively be involved in Numeracy Community of Practice (COP) with other local school.	from: Term 1 to: Term 4		\$1,100.00	\$1,100.00
Respond to professional learning needs of staff as they are identified.	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Organise visits with a PLC Link School	from: Term 1 to: Term 2		\$1,500.00	\$1,500.00
Teachers use the positive feedback model to reinforce agreed classroom expectations and school behavior matrix.	from: Term 1 to: Term 4		\$3,000.00	\$3,000.00

Totals		\$10,600.00	\$10,600.00
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Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Classroom support Equity funded students will be identified and targeted.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$56,991.00	\$56,991.00
Triads Equity funded students will be known and targeted	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$47,531.00	\$47,531.00
PLC resourcing PLC teams will identify and track equity funded students progress.	from: Term 1 to: Term 4		\$39,685.00	\$39,685.00
Totals			\$144,207.00	\$144,207.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a PL plan in conjunction with PLC Regional Manager	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Organise visits with a PLC Link School	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Visit Koroit and District primary school
Engage in the MYLNS professional learning suite	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> Off-site Not sure when or where at this stage
Audit staff knowledge and acceptance of the essential components of SWPB and provide additional professional learning as required, along with a collective PDP goal to secure the consistent and precise implementation of the	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

initiative.						
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