

# 2019 Annual Implementation Plan

## for improving student outcomes

Black Hill Primary School (2043)



Submitted for review by Donna Bishop (School Principal) on 21 December, 2018 at 06:29 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 03 January, 2019 at 11:02 AM

Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

Black Hill Primary School (2043)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
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Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling	<p>The structure for Professional learning at PLC and PLT is in place and PL Inquiry cycle is integral to that structure and professional learning culture, the process of peer observation is in place and the staff are developing their skills in giving feedback with our judgements and using the information to improve their practice.</p> <p>The collection of data using our assessment schedule is embedded and we are in a transition phase of implementing new assessment strategies to ensure the data we will collect informs teaching at the students need and also informs the PLT Professional learning cycle.</p>
	Curriculum planning and assessment	Embedding moving towards Excelling	<p>The School Improvement Team (SIT) team have been reviewing the teaching and learning program, and auditing it within the PLT teams. There is time built in throughout the year for evaluating in each PLT and at the SIT. This happens every term, where the team are given an opportunity to work together for half a day to plan for the following term.</p>
	Evidence-based high-impact teaching strategies		
	Evaluating impact on learning		

Professional leadership		Building leadership teams	Excelling	We feel that this a real strength of the school, Mentor team- Bastow PLC coaching over 2018 term 4 to SIT team - Kate Robinson (EIL) We have done a lot of work over the last two years developing the capacity of our leaders.
		Instructional and shared leadership		
		Strategic resource management		
		Vision, values and culture		

Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling	The school has a strong student leadership program that provides students with authentic opportunities to influence decisions, take on leadership roles and provide feedback both to students and staff. Three way conferences are used to share student learning and develop new learning goals in consultation with the parents, students can articulate their learning needs and goals. The student learning advisers conduct surveys and present data on the learning and curriculum at the school
	Setting expectations and promoting inclusion	Embedding moving towards Excelling	Black Hill is well known for its commitment to inclusion and equity. We are a lead school in implementing the Resilience, Rights and Respectful Relationships curriculum and going down the process of the School wide positive Behaviour Process. Each student has aspirational goals and we expect 12 months or higher learning growth from each student in all areas of the curriculum. Our values are promoted weekly through a number of processes, values badges awarded via five nominations, and a student led group of well-being detectives supported by a teacher promote the school values weekly at assembly.
	Health and wellbeing		
	Intellectual engagement and self-awareness		

Community engagement in learning	Building communities	Excelling	Building communities: We have myriad ways of building our community and i have listed just a few: Three way conferences, Student Support Groups, Welcome BBQ, Working Bee, Parents sessions for Staff PD on using technology and protecting children at home, Resilience project. We also have a number of community partnerships; Headspace, Salvo Connect, CAFS, Art Gallery, Begonia Festival, Sovereign Hill, Kelly Sports, WDEA, Access employment, SEDA students - Fed Uni, Ecolinc, ACHPER, Bronwyn McNaughton - Play Based Therapy, Buddy program with kindergarten, Music instrumental teachers, Brita lines, And our transition Yr 6 students - snapshots provide the new schools with the critical information to support students through their transition to secondary school. We have also utilised the services of Converge to address respectful relationships within the staffing at school.
	Global citizenship		
	Networks with schools, services and agencies		
	Parents and carers as partners		

Enter your reflective comments	Through our evaluation process the School Improvement Team have reflected on the journey that we are undertaking in gaining a consistent approach to teaching and learning across the school, in some areas we have evidence to show that this is developing well i.e. Mathematics. We have an agreed approach to teaching Word Study. Our curriculum - teaching and learning programs across all areas are under development. Feedback from our community would indicate that an area for us to continue to focus on is the explicit teaching at point of need - particularly with our highest achieving students. Our
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	analysis of the school achievement data particularly in NAPLAN would indicate that we need to work on developing students meta cognitive strategies.
<b>Considerations for 2020</b>	<ol style="list-style-type: none"> <li>1. Explicit teaching at point of need - particularly with our highest achieving students.</li> <li>2. Meta cognitive strategies to develop greater awareness of the learning process to enhance control for students of their own learning. As well as enhancing personal capacity for self-regulation and managing motivation for learning</li> <li>3. The teaching of writing is a focus area for the school in 2019.</li> <li>4. Teaching and learning in mathematics will also be a focus area in 2019 as we will have two mathematics specialists working in the school for the next two years.</li> <li>5. Our key area for consideration in 2019 will be the school Review and self-evaluation of the four year strategic plan as we will be a year of review.</li> </ol>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve student learning growth in English and Mathematics.																																																																																																																							
<b>Target 1.1</b>	<p><b>AUSVELS / Victorian Curriculum</b></p> <p><b>All children</b> will demonstrate 12 months or higher growth in their learning based on the Victorian Curriculum or for students at risk or PSD students their Individual Learning Plan (ILP) goals.</p> <p><b>NAPLAN</b></p> <p>Increasing percentage of students achieving medium to high growth on NAPLAN relative growth reports in Reading, Writing and Number.</p> <p><b>Year 3 to 5 Relative Growth Benchmark 2015</b></p> <table border="1"> <thead> <tr> <th>Domain</th><th colspan="2">2015</th><th colspan="2">2016</th><th colspan="2">2017</th><th colspan="2">2018</th><th colspan="2">2019</th></tr> <tr> <th></th><th>M</th><th>H</th><th>M</th><th>H</th><th>M</th><th>H</th><th>M</th><th>H</th><th>M</th><th>H</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>59.6%</td><td>21.5%</td><td>56.9%</td><td>20.7%</td><td>45.7%</td><td>27.1%</td><td>56.4%</td><td>30.6%</td><td></td><td></td></tr> <tr> <td>Writing</td><td>51.5%</td><td>9.1%</td><td>64.4%</td><td>6.8%</td><td>44.9%</td><td>14.4%</td><td>43.5%</td><td>19.3%</td><td></td><td></td></tr> <tr> <td>Number</td><td>48.4%</td><td>20.3%</td><td>55.2%</td><td>12.1%</td><td>63.3%</td><td>15.4%</td><td>50%</td><td>12.9%</td><td></td><td></td></tr> </tbody> </table> <p><b>Mean Band Score</b></p> <table border="1"> <thead> <tr> <th>Domain</th><th colspan="2">2015</th><th colspan="2">2016</th><th colspan="2">2017</th><th colspan="2">2018</th><th colspan="2">2019</th></tr> <tr> <th></th><th>Yr3</th><th>Yr 5</th><th>Yr3</th><th>Yr 5</th><th>Yr3</th><th>Yr 5</th><th>Yr3</th><th>Yr 5</th><th>Yr3</th><th>Yr 5</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>431</td><td>497</td><td>431</td><td>490</td><td>427</td><td>511</td><td>412</td><td>525</td><td></td><td></td></tr> <tr> <td>Writing</td><td>418</td><td>470</td><td>439</td><td>467</td><td>413</td><td>461</td><td>444</td><td>463</td><td></td><td></td></tr> <tr> <td>Number</td><td>395</td><td>490</td><td>401</td><td>481</td><td>396</td><td>487</td><td>419</td><td>525</td><td></td><td></td></tr> </tbody> </table>										Domain	2015		2016		2017		2018		2019			M	H	M	H	M	H	M	H	M	H	Reading	59.6%	21.5%	56.9%	20.7%	45.7%	27.1%	56.4%	30.6%			Writing	51.5%	9.1%	64.4%	6.8%	44.9%	14.4%	43.5%	19.3%			Number	48.4%	20.3%	55.2%	12.1%	63.3%	15.4%	50%	12.9%			Domain	2015		2016		2017		2018		2019			Yr3	Yr 5	Yr3	Yr 5	Yr3	Yr 5	Yr3	Yr 5	Yr3	Yr 5	Reading	431	497	431	490	427	511	412	525			Writing	418	470	439	467	413	461	444	463			Number	395	490	401	481	396	487	419	525		
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<b>Target 1.2</b>	<b>Teaching and Learning</b>																																																																																																																							



	<p>To document an Instructional Model for Black Hill that outlines how we differentiate and personalise student learning.</p> <p>To improve scores in Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"><li>• Teacher Effectiveness <b>benchmark 2014: 4.31</b></li><li>• Stimulating Learning <b>benchmark 2014: 4.03</b></li></ul> <table><tr><td></td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Teacher Effectiveness</td><td>4.31</td><td>4.10</td><td>79%</td><td>81%</td><td></td></tr><tr><td>Stimulating Learning</td><td>4.03</td><td>3.69</td><td>72%</td><td>68%</td><td></td></tr></table> <p>To improve scores in Parent Opinion Survey</p> <ul style="list-style-type: none"><li>• Stimulating Learning <b>benchmark 2015: 5.81</b></li><li>• General satisfaction <b>benchmark 2015: 5.85</b></li></ul> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>General satisfaction</td><td>5.85</td><td>5.86</td><td>95%</td><td>87%</td><td></td></tr><tr><td>Stimulating Learning</td><td>5.81</td><td>5.78</td><td>82%</td><td>78%</td><td></td></tr></table>		2014	2016	2017	2018	2019	Teacher Effectiveness	4.31	4.10	79%	81%		Stimulating Learning	4.03	3.69	72%	68%			2015	2016	2017	2018	2019	General satisfaction	5.85	5.86	95%	87%		Stimulating Learning	5.81	5.78	82%	78%	
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Key Improvement Strategy 1.a Building practice excellence	Mathematics Specialist Initiative - build teachers' capacity and capability to teach mathematics by -working with teachers to enhance their disciplinary knowledge, skills and pedagogy in mathematics																																				
Key Improvement Strategy 1.b Building practice excellence	Supporting professional learning and professional reading with teachers through the meeting structure to enhance their disciplinary knowledge, skills and pedagogy in writing																																				

Goal 2	To increase students' connectedness to school, motivation and involvement in their learning.																																			
Target 2.1	<p>To achieve growth in Student Attitudes to School Survey for: (<b><i>no data available 2015</i></b>)</p> <ul style="list-style-type: none"><li>• School Connectedness 2014 benchmark 4.27</li><li>• Connectedness to Peers 2014 benchmark 4.21</li><li>• Student Motivation 2014 benchmark 4.54</li><li>• Learning Confidence 2014 benchmark 4.06</li></ul> <table><tr><td></td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>17 – 19</td></tr><tr><td>School connectedness</td><td>4.27</td><td>4.11</td><td>74%</td><td>69%</td><td></td><td></td></tr><tr><td>Connectedness to peers</td><td>4.21</td><td>4.09</td><td>84%</td><td>85%</td><td></td><td>Sense of inclusion My child feels accepted by other students</td></tr><tr><td>Student Motivation</td><td>4.54</td><td>4.42</td><td>73%</td><td>70%</td><td></td><td></td></tr><tr><td>Learning confidence</td><td>4.06</td><td>3.91</td><td>78</td><td>75%</td><td></td><td>Sense of confidence</td></tr></table>		2014	2016	2017	2018	2019	17 – 19	School connectedness	4.27	4.11	74%	69%			Connectedness to peers	4.21	4.09	84%	85%		Sense of inclusion My child feels accepted by other students	Student Motivation	4.54	4.42	73%	70%			Learning confidence	4.06	3.91	78	75%		Sense of confidence
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Target 2.2	<p>To maintain or achieve growth in Parent Opinion Survey for:</p> <ul style="list-style-type: none"><li>• School connectedness 2015 benchmark 5.83</li><li>• Connectedness to Peers 2015 benchmark 5.62</li><li>• Student motivation 2015 benchmark 5.51</li><li>• Learning Focus 2015 benchmark 5.93</li><li>• Parent input 2015 benchmark 5.53</li><li>• Approachability 2015 benchmark 5.78</li><li>• Reporting 2015 benchmark 5.61</li></ul>																																			

		2015	2016	2017	2018	2019	17 - 19
	School connectedness	5.83	5.69	86%	90%		
	Connectedness to peers	5.62	5.53	77%	80%		Sense of inclusion (my child feels accepted by other students)
	Student Motivation	5.51	5.41	77%	80%		My child feels motivated by his / her teachers to learn
	Learning Focus	5.93	5.56	89%	84%		High expectations for success
	Parent Input	5.53	5.26	91%	76%		The school values parent contributions
	Approachability	5.78	5.49	91%	85%		Comfort approaching the school
	Reporting	5.53	5.12	55%	52%		Communication about progress
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies		Explicit Teaching at point of need - particularly with our highest achieving students. Utilising 2018 NAPLAN Data in mathematics, reading and writing identify students and track ensuring timely feedback and explicit teaching for identified areas of learning.					
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies		Increase students meta cognitive strategies to develop greater awareness of the learning process and enhance students understanding of their learning through the use of timely feedback.					
<b>Goal 3</b>		To continue to provide an inclusive, safe and stimulating environment that promotes positive relationships within the school community.					

Target 3.1	<p>To improve scores in Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"><li>• Student Motivation <b>2014 benchmark 4.54</b></li><li>• Student Morale <b>2014 benchmark 5.32</b></li><li>• Student Distress <b>2014 benchmark 5.41</b></li></ul> <table><tr><td>14 – 16 yr 5/6</td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>2017 – 19 yr. 4 - 6</td></tr><tr><td>Student Motivation</td><td>4.54</td><td>4.42</td><td>88%</td><td>85%</td><td></td><td>I want to learn new things</td></tr><tr><td>Student Morale</td><td>5.32</td><td>5.34</td><td>84%</td><td>85%</td><td></td><td>Sense of inclusion My child feels accepted by other students</td></tr><tr><td>Student Distress</td><td>5.41</td><td>5.60</td><td>73%</td><td>72%</td><td></td><td>I feel safe at this school</td></tr></table>	14 – 16 yr 5/6	2014	2016	2017	2018	2019	2017 – 19 yr. 4 - 6	Student Motivation	4.54	4.42	88%	85%		I want to learn new things	Student Morale	5.32	5.34	84%	85%		Sense of inclusion My child feels accepted by other students	Student Distress	5.41	5.60	73%	72%		I feel safe at this school
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Target 3.2	<p>Decrease average of student and staff absence Student: <b>2015 benchmark 16.2 mean days /student</b></p> <p>Staff: <b>2015 benchmark 5.49 mean days / staff</b></p> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Staff</td><td>5.49</td><td></td><td></td><td>6.85</td><td></td></tr><tr><td>Student</td><td>15.25</td><td>13.76</td><td>14.37</td><td>13 (Nov)</td><td></td></tr></table>		2015	2016	2017	2018	2019	Staff	5.49			6.85		Student	15.25	13.76	14.37	13 (Nov)											
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Target 3.3	<p>To improve scores in Staff Opinion Survey – Staff Safety and Wellbeing for:</p> <ul style="list-style-type: none"><li>• Staff Safety and Wellbeing Consultation and Participation <b>2015 benchmark 70.6</b></li><li>• Build Resilience and a Resilient Supportive Environment <b>2015 benchmark 69.52</b></li></ul> <table><tr><td></td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Staff safety &amp; wellbeing consultation</td><td>70.6%</td><td>71.01%</td><td>70.69%</td><td>ND</td><td></td></tr></table>		2014	2016	2017	2018	2019	Staff safety & wellbeing consultation	70.6%	71.01%	70.69%	ND																	
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	Build resilience & a resilient supportive environment.	69.52	64.57%	67.18%	ND													
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Continue the implementation of the School Wide Positive behaviour strategy and embed the processes and practices within the school culture focusing on tier 2 and tier 3 students																	
<b>Goal 4</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.																	
<b>Target 4.1</b>	<ul style="list-style-type: none"><li>• Annual budgets reflect school priorities in line with the Strategic Plan.</li><li>• Staff Opinion Survey – Improvement in results in area of Collective efficacy. <b>2015 benchmark: 81.32</b></li></ul>																	
<b>Target 4.2</b>	<p>Improve scores in Staff Opinion Survey Professional Learning -</p> <ul style="list-style-type: none"><li>• Professional Learning overall score <b>2015 benchmark: 72.53</b></li><li>• Renewal of knowledge and skills <b>2015 benchmark: 83.59</b></li><li>• Collective participation <b>2015 benchmark: 70.48</b></li><li>• Active participation <b>2015 benchmark: 65.77</b></li></ul> <table><tr><td>Staff</td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Professional Learning</td><td>72.53%</td><td>74.06%</td><td>75.80%</td><td>ND</td><td></td></tr></table>						Staff	2014	2016	2017	2018	2019	Professional Learning	72.53%	74.06%	75.80%	ND	
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Target 4.3	<div><ul style="list-style-type: none"><li>• All staff will progress along the Digital technology continuum.</li><li>• Parent Opinion Survey – Improvement in results in area of Stimulating Learning from <b>2015 benchmark: 5.81</b></li><li>• Student Attitudes to School Survey - Improvement in results in area of Stimulating Learning from <b>2015 benchmark: 4.03</b></li></ul></div> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Stimulating learning parent opinion</td><td>5.81</td><td>5.78</td><td>82%</td><td>78%</td><td></td></tr><tr><td>Stimulating learning. Student Attitude</td><td>4.03</td><td>3.56</td><td>72%</td><td>68%</td><td></td></tr></table>		2015	2016	2017	2018	2019	Stimulating learning parent opinion	5.81	5.78	82%	78%		Stimulating learning. Student Attitude	4.03	3.56	72%	68%	
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Key Improvement Strategy 4.a Evaluating impact on learning	Complete a thorough evaluation of the 2016 - 2019 strategic plan - that invites evaluation from all sections of the school community, staff, parents and students.																		



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																																																														
To improve student learning growth in English and Mathematics.	Yes	<p><b>AUSVELS / Victorian Curriculum</b></p> <p><b>All children</b> will demonstrate 12 months or higher growth in their learning based on the Victorian Curriculum or for students at risk or PSD students their Individual Learning Plan (ILP) goals.</p> <p><b>NAPLAN</b></p> <p>Increasing percentage of students achieving medium to high growth on NAPLAN relative growth reports in Reading, Writing and Number.</p> <p><b>Year 3 to 5 Relative Growth Benchmark 2015</b></p> <table><tr><td>Domain</td><td colspan="2">2015</td><td colspan="2">2016</td><td colspan="2">2017</td><td colspan="2">2018</td><td colspan="2">2019</td></tr><tr><td></td><td>M</td><td>H</td><td>M</td><td>H</td><td>M</td><td>H</td><td>M</td><td>H</td><td>M</td><td>H</td></tr><tr><td>Reading</td><td>59.6%</td><td>21.5%</td><td>56.9%</td><td>20.7%</td><td>45.7%</td><td>27.1%</td><td>56.4%</td><td>30.6%</td><td></td><td></td></tr><tr><td>Writing</td><td>51.5%</td><td>9.1%</td><td>64.4%</td><td>6.8%</td><td>44.9%</td><td>14.4%</td><td>43.5%</td><td>19.3%</td><td></td><td></td></tr><tr><td>Number</td><td>48.4%</td><td>20.3%</td><td>55.2%</td><td>12.1%</td><td>63.3%</td><td>15.4%</td><td>50%</td><td>12.9%</td><td></td><td></td></tr></table> <p><b>Mean Band Score</b></p> <table><tr><td>Domain</td><td colspan="2">2015</td><td colspan="2">2016</td><td colspan="2">2017</td><td colspan="2">2018</td><td colspan="2">2019</td></tr><tr><td></td><td>Yr3</td><td>Yr 5</td><td>Yr3</td><td>Yr 5</td><td>Yr3</td><td>Yr 5</td><td>Yr3</td><td>Yr 5</td><td>Yr3</td><td>Yr 5</td></tr><tr><td>Reading</td><td>431</td><td>497</td><td>431</td><td>490</td><td>427</td><td>511</td><td>412</td><td>525</td><td></td><td></td></tr><tr><td>Writing</td><td>418</td><td>470</td><td>439</td><td>467</td><td>413</td><td>461</td><td>444</td><td>463</td><td></td><td></td></tr><tr><td>Number</td><td>395</td><td>490</td><td>401</td><td>481</td><td>396</td><td>487</td><td>419</td><td>525</td><td></td><td></td></tr></table>	Domain	2015		2016		2017		2018		2019			M	H	M	H	M	H	M	H	M	H	Reading	59.6%	21.5%	56.9%	20.7%	45.7%	27.1%	56.4%	30.6%			Writing	51.5%	9.1%	64.4%	6.8%	44.9%	14.4%	43.5%	19.3%			Number	48.4%	20.3%	55.2%	12.1%	63.3%	15.4%	50%	12.9%			Domain	2015		2016		2017		2018		2019			Yr3	Yr 5	Yr3	Yr 5	Yr3	Yr 5	Yr3	Yr 5	Yr3	Yr 5	Reading	431	497	431	490	427	511	412	525			Writing	418	470	439	467	413	461	444	463			Number	395	490	401	481	396	487	419	525			To increase the % of students achieving high growth in writing and number to at least 25%
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		<p><b>Teaching and Learning</b></p> <p>To document an Instructional Model for Black Hill that outlines how we differentiate and personalise student learning.</p> <p>To improve scores in Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"><li>• Teacher Effectiveness <b>benchmark 2014: 4.31</b></li><li>• Stimulating Learning <b>benchmark 2014: 4.03</b></li></ul> <table><tr><td></td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Teacher Effectiveness</td><td>4.31</td><td>4.10</td><td>79%</td><td>81%</td><td></td></tr><tr><td>Stimulating Learning</td><td>4.03</td><td>3.69</td><td>72%</td><td>68%</td><td></td></tr></table> <p>To improve scores in Parent Opinion Survey</p> <ul style="list-style-type: none"><li>• Stimulating Learning <b>benchmark 2015: 5.81</b></li><li>• General satisfaction <b>benchmark 2015: 5.85</b></li></ul> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>General satisfaction</td><td>5.85</td><td>5.86</td><td>95%</td><td>87%</td><td></td></tr><tr><td>Stimulating Learning</td><td>5.81</td><td>5.78</td><td>82%</td><td>78%</td><td></td></tr></table>		2014	2016	2017	2018	2019	Teacher Effectiveness	4.31	4.10	79%	81%		Stimulating Learning	4.03	3.69	72%	68%			2015	2016	2017	2018	2019	General satisfaction	5.85	5.86	95%	87%		Stimulating Learning	5.81	5.78	82%	78%		<p>To increase the % of positive responses for stimulating learning to 80% for students and parents.</p>
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			to increase the sense of confidence for students																																				

		<p>To achieve growth in Student Attitudes to School Survey for: (<b><i>no data available 2015</i></b>)</p> <ul style="list-style-type: none"><li>• School Connectedness <b>2014 benchmark 4.27</b></li><li>• Connectedness to Peers <b>2014 benchmark 4.21</b></li><li>• Student Motivation <b>2014 benchmark 4.54</b></li><li>• Learning Confidence <b>2014 benchmark 4.06</b></li></ul> <table><tr><td></td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>17 – 19</td></tr><tr><td>School connectedness</td><td>4.27</td><td>4.11</td><td>74%</td><td>69%</td><td></td><td></td></tr><tr><td>Connectedness to peers</td><td>4.21</td><td>4.09</td><td>84%</td><td>85%</td><td></td><td>Sense of inclusion My child feels accepted by other students</td></tr><tr><td>Student Motivation</td><td>4.54</td><td>4.42</td><td>73%</td><td>70%</td><td></td><td></td></tr><tr><td>Learning confidence</td><td>4.06</td><td>3.91</td><td>78</td><td>75%</td><td></td><td>Sense of confidence</td></tr></table>		2014	2016	2017	2018	2019	17 – 19	School connectedness	4.27	4.11	74%	69%			Connectedness to peers	4.21	4.09	84%	85%		Sense of inclusion My child feels accepted by other students	Student Motivation	4.54	4.42	73%	70%			Learning confidence	4.06	3.91	78	75%		Sense of confidence	to 80% positive response in the attitudes to school survey.
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		<p>To maintain or achieve growth in Parent Opinion Survey for:</p> <ul style="list-style-type: none"><li>• School connectedness <b>2015 benchmark 5.83</b></li><li>• Connectedness to Peers <b>2015 benchmark 5.62</b></li><li>• Student motivation <b>2015 benchmark 5.51</b></li><li>• Learning Focus <b>2015 benchmark 5.93</b></li><li>• Parent input <b>2015 benchmark 5.53</b></li><li>• Approachability <b>2015 benchmark 5.78</b></li><li>• Reporting <b>2015 benchmark 5.61</b></li></ul> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>17 - 19</td></tr><tr><td>School connectedness</td><td>5.83</td><td>5.69</td><td>86%</td><td>90%</td><td></td><td></td></tr></table>		2015	2016	2017	2018	2019	17 - 19	School connectedness	5.83	5.69	86%	90%			To increase the % positive of communication about a students progress with parents to 80%																					
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		Connectedness to peers	5.62	5.53	77%	80%		Sense of inclusion (my child feels accepted by other students)	
		Student Motivation	5.51	5.41	77%	80%		My child feels motivated by his / her teachers to learn	
		Learning Focus	5.93	5.56	89%	84%		High expectations for success	
		Parent Input	5.53	5.26	91%	76%		The school values parent contributions	
		Approachability	5.78	5.49	91%	85%		Comfort approaching the school	
		Reporting	5.53	5.12	55%	52%		Communication about progress	
		<p>To improve scores in Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Student Motivation <b>2014 benchmark 4.54</b></li> <li>• Student Morale <b>2014 benchmark 5.32</b></li> <li>• Student Distress <b>2014 benchmark 5.41</b></li> </ul>							To increase the % Positive for I feel safe at this school to 80%
		14 – 16 yr 5/6	<b>2014</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2017 – 19 yr. 4 - 6</b>	
		Student Motivation	4.54	4.42	88%	85%		I want to learn new things	
		Student Morale	5.32	5.34	84%	85%		Sense of inclusion My child feels accepted by other students	

		<table><tr><td>Student Distress</td><td>5.41</td><td>5.60</td><td>73%</td><td>72%</td><td></td><td>I feel safe at this school</td></tr></table>	Student Distress	5.41	5.60	73%	72%		I feel safe at this school												
Student Distress	5.41	5.60	73%	72%		I feel safe at this school															
		<p>Decrease average of student and staff absence Student: <b>2015 benchmark 16.2 mean days /student</b></p> <p>Staff: <b>2015 benchmark 5.49 mean days / staff</b></p> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Staff</td><td>5.49</td><td></td><td></td><td>6.85</td><td></td></tr><tr><td>Student</td><td>15.25</td><td>13.76</td><td>14.37</td><td>13 (Nov)</td><td></td></tr></table>		2015	2016	2017	2018	2019	Staff	5.49			6.85		Student	15.25	13.76	14.37	13 (Nov)		To decrease the average of student absence to 12 days and staff to 5 days
	2015	2016	2017	2018	2019																
Staff	5.49			6.85																	
Student	15.25	13.76	14.37	13 (Nov)																	
		<p>To improve scores in Staff Opinion Survey – Staff Safety and Wellbeing for:</p> <ul style="list-style-type: none"><li>• Staff Safety and Wellbeing Consultation and Participation <b>2015 benchmark 70.6</b></li><li>• Build Resilience and a Resilient Supportive Environment <b>2015 benchmark 69.52</b></li></ul> <table><tr><td></td><td>2014</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Staff safety &amp; wellbeing consultation &amp; participation</td><td>70.6%</td><td>71.01%</td><td>70.69%</td><td>ND</td><td></td></tr><tr><td>Build resilience &amp; a resilient supportive environment.</td><td>69.52</td><td>64.57%</td><td>67.18%</td><td>ND</td><td></td></tr></table>		2014	2016	2017	2018	2019	Staff safety & wellbeing consultation & participation	70.6%	71.01%	70.69%	ND		Build resilience & a resilient supportive environment.	69.52	64.57%	67.18%	ND		to maintain and increase the % positive result for Build resilience & a resilient supportive environment to 70 %
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		<ul style="list-style-type: none"><li>• Annual budgets reflect school priorities in line with the Strategic Plan.</li><li>• Staff Opinion Survey – Improvement in results in area of Collective efficacy. <b>2015 benchmark: 81.32</b></li></ul>	Increase the % positive result in the staff opinion survey for collective efficacy to 85%																		

	<p>Improve scores in Staff Opinion Survey Professional Learning -</p> <ul style="list-style-type: none"><li>Professional Learning overall score <b>2015 benchmark: 72.53</b></li><li>Renewal of knowledge and skills <b>2015 benchmark: 83.59</b></li><li>Collective participation <b>2015 benchmark: 70.48</b></li><li>Active participation <b>2015 benchmark: 65.77</b></li></ul> <table><tr><th>Staff</th><th>2014</th><th>2016</th><th>2017</th><th>2018</th><th>2019</th></tr><tr><td>Professional Learning</td><td>72.53%</td><td>74.06%</td><td>75.80%</td><td>ND</td><td></td></tr><tr><td>Renewal of knowledge and skills</td><td>83.59%</td><td>81.18%</td><td>84.29%</td><td>ND</td><td></td></tr><tr><td>Collective participation</td><td>70.48%</td><td>64.97%</td><td>77.12%</td><td>ND</td><td></td></tr></table>	Staff	2014	2016	2017	2018	2019	Professional Learning	72.53%	74.06%	75.80%	ND		Renewal of knowledge and skills	83.59%	81.18%	84.29%	ND		Collective participation	70.48%	64.97%	77.12%	ND		<p>Increase the staff opinion for professional learning to 85% positive.</p>
Staff	2014	2016	2017	2018	2019																					
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	<ul style="list-style-type: none"><li>All staff will progress along the Digital technology continuum.</li><li>Parent Opinion Survey – Improvement in results in area of Stimulating Learning from <b>2015 benchmark: 5.81</b></li><li>Student Attitudes to School Survey - Improvement in results in area of Stimulating Learning from <b>2015 benchmark: 4.03</b></li></ul> <table><tr><th></th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>2019</th></tr><tr><td>Stimulating learning parent opinion</td><td>5.81</td><td>5.78</td><td>82%</td><td>78%</td><td></td></tr></table>		2015	2016	2017	2018	2019	Stimulating learning parent opinion	5.81	5.78	82%	78%		<p>To increase the student opinion for stimulating learning to 75% positive or higher.</p>												
	2015	2016	2017	2018	2019																					
Stimulating learning parent opinion	5.81	5.78	82%	78%																						

		Stimulating learning. <b>Student Attitude</b>	4.03	3.56	72%	68%		
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<b>Goal 1</b>	To improve student learning growth in English and Mathematics.	
<b>12 Month Target 1.1</b>	To increase the % of students achieving high growth in writing and number to at least 25%	
<b>12 Month Target 1.2</b>	To increase the % of positive responses for stimulating learning to 80% for students and parents.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Mathematics Specialist Initiative - build teachers' capacity and capability to teach mathematics by -working with teachers to enhance their disciplinary knowledge, skills and pedagogy in mathematics	Yes
<b>KIS 2</b> Building practice excellence	Supporting professional learning and professional reading with teachers through the meeting structure to enhance their disciplinary knowledge, skills and pedagogy in writing	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Black Hill Primary School was successful in an application for the Primary Mathematics and Science Specialists (PMSS) Initiative for 2019-2020. Two staff Courtney Briody and Pam Hillas have been successful in gaining the 2 positions for the Primary Mathematics Specialist Initiative they will be released from face to face teaching to work with the teachers across the school to support the teaching of Mathematics at Black Hill Primary School. This is a two year initiative and the school is committed to ensuring we focus our efforts on making sustainable change for improvement across the school.</p> <p>We have also identified that writing is an area in need of improvement and began the process of evaluating our writing curriculum and pedagogy in 2018 - this is an ongoing journey and will need to continue into 2018. Four staff attended the Leading Literacy PD by Bastow and in the Network in 2018 and it is strategic to continue the focus in this area to ensure they can put their learning into practice by working with the whole staff.</p>	

<b>Goal 2</b>	To increase students' connectedness to school, motivation and involvement in their learning.	
<b>12 Month Target 2.1</b>	to increase the sense of confidence for students to 80% positive response in the attitudes to school survey.	
<b>12 Month Target 2.2</b>	To increase the % positive of communication about a student's progress with parents to 80%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Explicit Teaching at point of need - particularly with our highest achieving students. Utilising 2018 NAPLAN Data in mathematics, reading and writing identify students and track ensuring timely feedback and explicit teaching for identified areas of learning.	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Increase students meta cognitive strategies to develop greater awareness of the learning process and enhance students understanding of their learning through the use of timely feedback.	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.	Stimulating learning is related to engagement and challenge. These are critical for students to feel motivated and to achieve success. Assessment for learning and ensuring timely feedback that supports a student's awareness of their learning strengths and areas for improvement, coupled with explicit teaching at point of need is an area that the parent and student opinion would indicate still requires our focus. We have certainly seen an improvement in the practice across the school - however it is not consistent and not reflected in the opinion surveys to the extent we would like to see.	
<b>Goal 3</b>	To continue to provide an inclusive, safe and stimulating environment that promotes positive relationships within the school community.	
<b>12 Month Target 3.1</b>	To increase the % Positive for I feel safe at this school to 80%	
<b>12 Month Target 3.2</b>	To decrease the average of student absence to 12 days and staff to 5 days	
<b>12 Month Target 3.3</b>	to maintain and increase the % positive result for Build resilience & a resilient supportive environment to 70 %	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Setting expectations and promoting inclusion	Continue the implementation of the School Wide Positive behaviour strategy and embed the processes and practices within the school culture focusing on tier 2 and tier 3 students	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.	This is an ongoing process of improvement across the school and has formed part of the resilience rights and respectful relationships curriculum. Black Hill is also a Lead school for this area and will continue the community of practice approach working with partner schools on this KIS.	
<b>Goal 4</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	
<b>12 Month Target 4.1</b>	Increase the % positive result in the staff opinion survey for collective efficacy to 85%	
<b>12 Month Target 4.2</b>	Increase the staff opinion for professional learning to 85% positive.	
<b>12 Month Target 4.3</b>	To increase the student opinion for stimulating learning to 75% positive or higher.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	Complete a thorough evaluation of the 2016 - 2019 strategic plan - that invites evaluation from all sections of the school community, staff, parents and students.	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.	2019 is the school year of review and we will have our review in term 4 of 2019 to begin planning our new strategic plan.	





## Define Actions, Outcomes and Activities

Goal 1	To improve student learning growth in English and Mathematics.			
12 Month Target 1.1	To increase the % of students achieving high growth in writing and number to at least 25%			
12 Month Target 1.2	To increase the % of positive responses for stimulating learning to 80% for students and parents.			
KIS 1 Building practice excellence	Mathematics Specialist Initiative - build teachers' capacity and capability to teach mathematics by -working with teachers to enhance their disciplinary knowledge, skills and pedagogy in mathematics			
Actions	Intensive professional learning for the two primary mathematics specialists to build teachers' capacity and capability to teach mathematics by -working with teachers to enhance their disciplinary knowledge, skills and pedagogy in mathematics. Coaching and mentoring for PLT's and individual teachers in teaching mathematics			
Outcomes	Greater disciplinary knowledge and confidence in mathematics teaching for teachers across the school. More highly differentiated teaching at point of need for students. Greater numeracy confidence in students			
Success Indicators	NAPLAN data School based numeracy assessment data - essential assessments Tracking of students in the top two NAPLAN bands in Number and those just below the top two bands across years 3 - 6			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mathematics Curriculum day and PLT mentoring	✔ All Staff	✔ PLP Priority	from: Term 1 to: Term 3	\$3,000.00  ✔ Equity funding will be used
Scheduled coaching and mentoring in teaching mathematics utilising two staff EFT .5	✔ All Staff	✔ PLP Priority	from: Term 1	\$65,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Supporting professional learning and professional reading with teachers through the meeting structure to enhance their disciplinary knowledge, skills and pedagogy in writing			
<b>Actions</b>	Continued regular scheduled learning for staff in teaching writing			
<b>Outcomes</b>	The consistent use of Writers Notebooks across the school A consistent lesson structure being implemented for writing including word study			
<b>Success Indicators</b>	NAPLAN data Moderated writing samples			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum day for teaching writing	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Curriculum day on the link between reading and writing and the use of mentor texts	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To increase students' connectedness to school, motivation and involvement in their learning.			
<b>12 Month Target 2.1</b>	To increase the sense of confidence for students to 80% positive response in the attitudes to school survey.			
<b>12 Month Target 2.2</b>	To increase the % positive of communication about a student's progress with parents to 80%			

<b>KIS 1</b> Evidence-based high-impact teaching strategies	Explicit Teaching at point of need - particularly with our highest achieving students. Utilising 2018 NAPLAN Data in mathematics, reading and writing identify students and track ensuring timely feedback and explicit teaching for identified areas of learning.			
<b>Actions</b>	Tracking of all students in the top two NAPLAN bands in number, reading and writing utilising a PLT inquiry process and team logs Tracking of students sitting just below the top two NAPLAN bands in number, reading and writing utilising a PLT inquiry process and team logs			
<b>Outcomes</b>	Teachers have a clear understanding of student data and can use this to teach inform their explicit teaching at point of need. Students report stimulating learning and feeling motivated to improve in their learning.			
<b>Success Indicators</b>	Student growth data from NAPLAN			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Collation of data from 2018 and 2017 NAPLAN results to identify students in top two NAPLAN bands and just below in number, reading and writing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,400.00  <input checked="" type="checkbox"/> Equity funding will be used
Utilising NAPLAN results identify areas for teaching focus across PLT areas where students in the top two bands and just below need extra learning to inform teaching.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Increase students meta cognitive strategies to develop greater awareness of the learning process and enhance students understanding of their learning through the use of timely feedback.			
<b>Actions</b>	Professional learning on Assessment for learning and identifying feedback and goal setting through conferencing and guided writing			

<b>Outcomes</b>	The development of an understanding and skill in using guided teaching and conferencing across the curriculum to support a student's metacognition Students can articulate their learning and goals that demonstrates the high level conferencing and guided support they have had from their teacher			
<b>Success Indicators</b>	Student and parent opinion surveys			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Utilising the focus on writing work with teachers to identify feedback and goal setting through conferencing and guided writing that can be generalised to all other areas of the curriculum - coaching and mentoring.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To continue to provide an inclusive, safe and stimulating environment that promotes positive relationships within the school community.			
<b>12 Month Target 3.1</b>	To increase the % Positive for I feel safe at this school to 80%			
<b>12 Month Target 3.2</b>	To decrease the average of student absence to 12 days and staff to 5 days			
<b>12 Month Target 3.3</b>	to maintain and increase the % positive result for Build resilience & a resilient supportive environment to 70 %			
<b>KIS 1</b> Setting expectations and promoting inclusion	Continue the implementation of the School Wide Positive behaviour strategy and embed the processes and practices within the school culture focusing on tier 2 and tier 3 students			
<b>Actions</b>	Continue the implementation of the School Wide Positive behaviour strategy and embed the processes and practices within the school culture focusing on tier 2 and tier 3 students			

<b>Outcomes</b>	Consistent language and follow up from all staff in supporting school wide positive behaviour Students can discuss and demonstrate the expected behaviours outlined in the school behaviour matrix Teachers and parents understand the behaviour management process and practices across the school for tier 2 and tier 3 students			
<b>Success Indicators</b>	Students and teachers opinion surveys on safety and a resilient and supportive environment Student Risk rating scale data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum planning and implementation of resilience rights and respectful relationships.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Working with allied health professionals to identify best practice behaviour management strategies for students in the tier 2 and 3 bands and reflect that learning in the student snapshots, behaviour management plans and on COMPASS	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.			
<b>12 Month Target 4.1</b>	Increase the % positive result in the staff opinion survey for collective efficacy to 85%			
<b>12 Month Target 4.2</b>	Increase the staff opinion for professional learning to 85% positive.			
<b>12 Month Target 4.3</b>	To increase the student opinion for stimulating learning to 75% positive or higher.			
<b>KIS 1</b> Evaluating impact on learning	Complete a thorough evaluation of the 2016 - 2019 strategic plan - that invites evaluation from all sections of the school community, staff, parents and students.			
<b>Actions</b>	School Review			

<b>Outcomes</b>	Whole community input into the school evaluation			
<b>Success Indicators</b>	The record of consultation across the staff, students and parent community - reflected in the school evaluation			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Consultation with school community utilising the student Learning advisors and school improvement team	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$42,800.00	0.00
Additional Equity funding	\$31,885.00	\$31,885.00
<b>Grand Total</b>	<b>\$74,685.00</b>	<b>\$31,885.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Mathematics Curriculum day and PLT mentoring	from: Term 1 to: Term 3	<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
Curriculum day for teaching writing	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,500.00	\$3,500.00
Curriculum day on the link between reading and writing and the use of mentor texts	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,500.00	\$3,500.00
Collation of data from 2018 and 2017 NAPLAN results to identify students in top two NAPLAN bands and just below in number, reading and writing	from: Term 1	<input checked="" type="checkbox"/> CRT	\$2,400.00	\$2,400.00



	to: Term 3			
Utilising NAPLAN results identify areas for teaching focus across PLT areas where students in the top two bands and just below need extra learning to inform teaching.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,400.00	\$2,400.00
Utilising the focus on writing work with teachers to identify feedback and goal setting through conferencing and guided writing that can be generalised to all other areas of the curriculum - coaching and mentoring.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$8,000.00	\$8,000.00
Curriculum planning and implementation of resilience rights and respectful relationships.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	
Working with allied health professionals to identify best practice behaviour management strategies for students in the tier 2 and 3 bands and reflect that learning in the student snapshots, behaviour management plans and on COMPASS	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$2,000.00	\$2,000.00
Consultation with school community utilising the student Learning advisors and school improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$15,000.00	\$5,670.00
<b>Totals</b>			\$42,800.00	

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Professional reading for staff on teaching on pedagogy in writing -	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Intervention - multi lit - credit budget	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,885.00	\$30,885.00
<b>Totals</b>			<b>\$31,885.00</b>	<b>\$31,885.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Mathematics Curriculum day and PLT mentoring	✓ All Staff	from: Term 1 to: Term 3	✓ Collaborative Inquiry/Action Research team ✓ Student voice, including input and feedback	✓ Whole School Pupil Free Day	✓ Maths/Sci Specialist ✓ External consultants to be agreed	✓ On-site
Scheduled coaching and mentoring in teaching mathematics utilising two staff EFT .5	✓ All Staff	from: Term 1 to: Term 4	✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection ✓ Demonstration lessons	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Primary Mathematics and Science specialists ✓ Maths/Sci Specialist	✓ On-site
Curriculum day for teaching writing	✓ All Staff	from: Term 2 to: Term 3	✓ Moderated assessment of student learning	✓ Whole School Pupil Free Day	✓ Literacy Leaders ✓ External consultants Pearson	✓ On-site
Curriculum day on the link between reading and writing and the use of mentor texts	✓ All Staff	from: Term 1 to: Term 3	✓ Design of formative assessments ✓ Curriculum development	✓ Whole School Pupil Free Day	✓ Literacy Leaders ✓ External consultants Pearson	✓ On-site
Utilising NAPLAN results identify areas for teaching focus across PLT areas where students in the top two	✓ Learning Specialist(s)	from: Term 1 to: Term 4	✓ Moderated assessment of student learning	✓ Timetabled Planning Day ✓ PLC/PLT Meeting	✓ PLC Initiative ✓ Internal staff ✓ Learning Specialist	✓ On-site

bands and just below need extra learning to inform teaching.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team		<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team		<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	
Utilising the focus on writing work with teachers to identify feedback and goal setting through conferencing and guided writing that can be generalised to all other areas of the curriculum - coaching and mentoring.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Curriculum planning and implementation of resilience rights and respectful relationships.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Working with allied health professionals to identify best practice behaviour management strategies for students in the tier 2 and 3 bands and reflect that learning in the student snapshots, behaviour management plans and on COMPASS	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Psychologists Behaviour management experts	<input checked="" type="checkbox"/> On-site

Consultation with school community utilising the student Learning advisors and school improvement team	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
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