

2021 Annual Implementation Plan

for improving student outcomes

Beaumaris Primary School (3899)



Submitted for review by Sheryl Skewes (School Principal) on 15 December, 2020 at 09:22 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 07 January, 2021 at 11:02 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	<p>Our PLC Leaders reported on their progress towards meeting the goals, targets and timelines of the 2020 AIP. Teachers strengthened their understanding of highly effective teaching strategies and incorporated these strategies into their practice based on the school's pedagogical model. We continued to review, develop and document the school's curriculum plan which showed a clear relationship between Victorian Curriculum standards, learning goals, learning activities and assessment strategies. Students' interests were integrated by teachers into the curriculum.</p> <p>Through the development of a whole school term by term professional learning schedule we developed a shared understanding of why and how AIP strategies and actions would be implemented. This approach fostered collective efficacy which strengthened the culture of improvement and shared responsibility for improving student learning and achievement. We provided differentiated programs for students with diverse needs, and ES staff maintained a clear role during online learning to support high needs students.</p> <p>The school adhered to a strong wellbeing focus during Home Learning to address the needs of students at risk of disengaging with school.</p> <p>Teacher teams collaborated to use data to inform teaching practice, planned differentiated learning sequences and</p>
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	<p>assessments that reflect student needs, interests and abilities. Students continued to develop learning goals, and strategies to improve their skills. The application of high impact teaching strategies continued through face to face and remote learning. All staff contributed to and endorsed our pedagogical model. A rigorous assessment schedule, the collection of student achievement data using SPA and the introduction of Essential Assessment-Mathematics continued to inform teaching and learning.</p>
<p>Considerations for 2021</p>	<p>Leaders and teachers will evaluate how effectively the school's pedagogical model, instructional model and HITS are being implemented, and identify ways that practice may be further improved. To support our focus on Learning, catch-up and extension we will engage in professional learning to build our capacity to effectively gather, analyse and use student achievement data to ensure we provide point of need instruction to boost student learning for all students. The Tutor Program will be developed in collaboration with staff and complement the current Learning Support Program and the classroom program The application of high impact teaching strategies and practice principles will continue in 2021. Peer observations and feedback will provide an opportunity for teachers to reflect on their effective use of HITS. A rigorous assessment schedule, collection of student achievement data using a range of online tools will continue to support the effective analysis of data to inform teaching and learning. Teachers will continue monitor the progress of students to further facilitate the achievement of twelve months growth within a year. Rowena Ulbrich will be engaged to deliver professional learning focussed on differentiation. To support our focus on Happy, healthy active kids we will review and refine student and staff wellbeing practices. To support our focus on Connected schools we will develop our application of digital technologies across the curriculum and as a communication tool to strengthen links between home and school. The Bring Your Own Device (BYOD) initiative will continue in to Year 5 in 2021 and will be launched in Year 4 2021.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve literacy outcomes for all students
Target 2.1	All students will achieve at least 12 months growth in writing and spelling across a 12 month period.
Target 2.2	<p>By 2022, the percentage positive endorsement in the AToSS by Years 4, 5 and 6 students in the effective teaching practice survey factor for cognitive engagement to improve in the areas of:</p> <ul style="list-style-type: none"> • Differentiation to improve from 85% to 90% • Stimulated Learning to move from 83% to 90% • Effective Teaching Time to improve from 84% to 90%

Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capabilities to utilise data and a range of assessment strategies to teach to students' point of learning in writing and spelling.
Key Improvement Strategy 2.b Empowering students and building school pride	Build agency, voice and leadership for all students in their learning
Key Improvement Strategy 2.c Building practice excellence	Refine and embed an agreed whole school pedagogical model
Goal 3	To develop all students as 21st century learners.
Target 3.1	By 2022, achieve 12 month level growth for all students in Years 2–6 in the four Victorian Curriculum capabilities: Critical and Creative Thinking, Ethical, Intercultural capability and Personal and Social capability.
Target 3.2	By 2022, the percent of positive AToSS endorsement to improve: <ul style="list-style-type: none"> • Motivation and Interest from 84% to 90% • Self–regulation and Goal Setting from 87% to 90% • Student Voice and Agency from 69% to above 79% • Resilience from 81% to 88%
Target 3.3	By 2022, the percent of positive endorsement in SSS to improve: <ul style="list-style-type: none"> • Professional Learning from 58% to 70% • Teacher Collaboration from 55% to 65%.

	<ul style="list-style-type: none"> • Guaranteed and Viable Curriculum from 56% to 75%
Key Improvement Strategy 3.a Empowering students and building school pride	Build a whole school approach to amplifying student voice, agency and leadership
Key Improvement Strategy 3.b Building practice excellence	Refine and embed an agreed whole school pedagogical model
Key Improvement Strategy 3.c Building practice excellence	Develop curriculum emphases focused on local and global citizenship and 21st century learning priorities through implementation of the general capabilities
Goal 4	To improve Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes for all students
Target 4.1	All students will achieve at least 12 months growth across a 12 month period in science, maths, digital technologies and design
Target 4.2	By 2022, percentage of positive endorsement by Years 4, 5 and 6 students in AToSS learner characteristics and disposition domain to improve in the areas of: <ul style="list-style-type: none"> • Motivation and Interest from 84% to 90% • Self-regulation and Goal Setting from 87% to 90% • Sense of Learning Confidence from 83% to 90%
Key Improvement Strategy 4.a Evaluating impact on learning	Build teacher capabilities to utilise data and a range of assessment strategies to teach to a student's point of learning in relation to STEAM learning.

Key Improvement Strategy 4.b Building practice excellence	Build a whole school approach by developing staff and student understanding of the STEAM aspects of the Victorian Curriculum continuum
Key Improvement Strategy 4.c Empowering students and building school pride	Build agency, voice and leadership for all students in their learning in STEAM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>KIS 1A: All students will achieve at least 12 months growth in mathematics, reading, writing and spelling across a 12 month period. Compared with 2019, more students in Year 3 and Year 5 will reach the top two bands in all areas of NAPLAN. The percentage of positive endorsements in the AToSS by years 4,5 and 6 students in the effective teaching practice survey factor for cognitive engagement will be, as a minimum: Differentiation: 90% Stimulated Learning: 84% Effective Teaching Time: 87%</p> <p>KIS1B: All students in years 2-6 will achieve 12 months growth in the Victorian Curriculum Personal and Social Capabilities The percentage of positive endorsements in the AToSS by years 4,5 and 6 will be maintained as a minimum: Motivation and Interest at 83% Self-regulation and Goal Setting at 87% Student Voice and Agency at 77% Advocate at school at 90%</p>

			<p>The percentage of positive endorsements in the POS will be maintained as a minimum:</p> <p>School connecteness 89%</p> <p>KIS1C:</p> <p>The percentage of positive endorsement in the SSS will be as a minimum:</p> <p>Professional Learning to improve practice 85%</p> <p>Teacher Collaboration 70%</p> <p>Guaranteed and Viable Curriculum 81%</p>
To improve literacy outcomes for all students	No	All students will achieve at least 12 months growth in writing and spelling across a 12 month period.	
		<p>By 2022, the percentage positive endorsement in the AToSS by Years 4, 5 and 6 students in the effective teaching practice survey factor for cognitive engagement to improve in the areas of:</p> <ul style="list-style-type: none"> • Differentiation to improve from 85% to 90% • Stimulated Learning to move from 83% to 90% • Effective Teaching Time to improve from 84% to 90% 	
To develop all students as 21st century learners.	No	By 2022, achieve 12 month level growth for all students in Years 2–6 in the four Victorian Curriculum capabilities: Critical and Creative Thinking, Ethical, Intercultural capability and Personal and Social capability.	

		<p>By 2022, the percent of positive AToSS endorsement to improve:</p> <ul style="list-style-type: none"> • Motivation and Interest from 84% to 90% • Self-regulation and Goal Setting from 87% to 90% • Student Voice and Agency from 69% to above 79% • Resilience from 81% to 88% 	
		<p>By 2022, the percent of positive endorsement in SSS to improve:</p> <ul style="list-style-type: none"> • Professional Learning from 58% to 70% • Teacher Collaboration from 55% to 65%. • Guaranteed and Viable Curriculum from 56% to 75% 	
To improve Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes for all students	No	All students will achieve at least 12 months growth across a 12 month period in science, maths, digital technologies and design	
		<p>By 2022, percentage of positive endorsement by Years 4, 5 and 6 students in AToSS learner characteristics and disposition domain to improve in the areas of:</p> <ul style="list-style-type: none"> • Motivation and Interest from 84% to 90% • Self-regulation and Goal Setting from 87% to 90% • Sense of Learning Confidence from 83% to 90% 	

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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>KIS 1A: All students will achieve at least 12 months growth in mathematics, reading, writing and spelling across a 12 month period. Compared with 2019, more students in Year 3 and Year 5 will reach the top two bands in all areas of NAPLAN. The percentage of positive endorsements in the AToSS by years 4,5 and 6 students in the effective teaching practice survey factor for cognitive engagement will be, as a minimum: Differentiation: 90% Stimulated Learning: 84% Effective Teaching Time: 87%</p> <p>KIS1B: All students in years 2-6 will achieve 12 months growth in the Victorian Curriculum Personal and Social Capabilities. The percentage of positive endorsements in the AToSS by years 4,5 and 6 will be maintained as a minimum: Motivation and Interest at 83% Self-regulation and Goal Setting at 87% Student Voice and Agency at 77% Advocate at school at 90% The percentage of positive endorsements in the POS will be maintained as a minimum: School connecteness 89%</p> <p>KIS1C: The percentage of positive endorsement in the SSS will be as a minimum: Professional Learning to improve practice 85% Teacher Collaboration 70% Guaranteed and Viable Curriculum 81%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes

KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>KIS 1A: All students will achieve at least 12 months growth in mathematics, reading, writing and spelling across a 12 month period. Compared with 2019, more students in Year 3 and Year 5 will reach the top two bands in all areas of NAPLAN. The percentage of positive endorsements in the AToSS by years 4,5 and 6 students in the effective teaching practice survey factor for cognitive engagement will be, as a minimum: Differentiation: 90% Stimulated Learning: 84% Effective Teaching Time: 87%</p> <p>KIS1B: All students in years 2-6 will achieve 12 months growth in the Victorian Curriculum Personal and Social Capabilities. The percentage of positive endorsements in the AToSS by years 4,5 and 6 will be maintained as a minimum: Motivation and Interest at 83% Self-regulation and Goal Setting at 87% Student Voice and Agency at 77% Advocate at school at 90% The percentage of positive endorsements in the POS will be maintained as a minimum: School connecteness 89%</p> <p>KIS1C: The percentage of positive endorsement in the SSS will be as a minimum: Professional Learning to improve practice 85% Teacher Collaboration 70% Guaranteed and Viable Curriculum 81%</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Build the data literacy skills of teachers and Education Support Staff to use data walls, and analyse assessment data effectively, to inform their understanding of student needs and progress and identify students needing additional support in mathematics, reading, writing and spelling.</p> <p>Build teacher capacity to implement a differentiated program matched to the students' point of learning need.</p>

<p>Outcomes</p>	<p>Leaders will: (Whole School)</p> <ul style="list-style-type: none"> Analyse year level cohort student achievement data Facilitate professional learning to build teachers' understanding of differentiation and feedback, and review the assessment schedule to support the implementation of data walls.(Whole school approach) Undertake learning walks and observations with a focus on evidence of a differentiated program Provide professional learning to to review and build teacher capacity to develop SMART goals, strategies and evidence to support improved student growth Provide professional learning to build student SMART goals, strategies and targets to support their learning growth <p>Teachers will: (Classroom)</p> <ul style="list-style-type: none"> Embed the consistent use of use of data walls for mathematics, reading, writing and spelling into their weekly planning time Use data walls to plan what next to ensure continuous learning growth Understand and use a differentiated approach Participate in peer observations focussed on differentiation strategies Revisit their personal goals, strategies and targets for improved student growth and adjust as needed Support their students to develop term by term learning goals and strategies Provide regular feedback to their students, formative and summative. Identify students that would benefit from the Tutor initiative and their areas of need to inform focussed teaching sessions <p>Students will: (Individual)</p> <ul style="list-style-type: none"> Use assessment tools to understand their learning needs Understand and self assess their progress through peer to peer, teacher and student led conferences Develop and reflect upon effective learning goals and strategies Articulate what they are learning and why and make connections to their learning goals Understand the value of feedback and be open to feedback to help them learn Demonstrate ongoing motivation and engagement in learning Initiate goals, ideas, projects and to build self responsibility, motivation, empowerment and ownership of the learning
<p>Success Indicators</p>	<ul style="list-style-type: none"> Data walls are up to date based on the time frames within the assessment schedule. Data walls clearly indicate student growth over time Planning documents indicate a differentiated classroom program based on an analysis of data wall information Classroom observations indicate point of need differentiated instruction use of ongoing/formative assessments to guide differentiated instruction A documented assessment schedule is in place and evidence of teachers inputting data and moderating assessments Learning intentions and success criteria visible in all classrooms

Students are giving and receiving feedback on their learning goals and growth
 All students will achieve at least 12 months growth in mathematics, reading, writing and spelling across a 12 month period.
 Compared with 2019, more students in Year 3 and Year 5 will reach the top two bands in all areas of NAPLAN.
 The percentage of positive endorsements in the AToSS by years 4,5 and 6 students in the effective teaching practice survey factor for cognitive engagement will be, as a minimum:
 Differentiation: 90%
 Stimulated Learning: 84%
 Effective Teaching Time: 87%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule regular professional learning to build data literacy skills of teachers to develop and effectively analyse data walls for mathematics, reading, writing and spelling.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Establish the criteria to identify students needing tailored support in mathematics, reading, writing and spelling.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Provide professional learning, coaching and mentoring to develop differentiated point of need instruction in mathematics, reading, writing and spelling.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Teachers, and the Tutor program staff, implement the Tutor Program and support students to develop SMART learning goals and strategies to improve their learning and monitor their progress.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$98,471.00 <input type="checkbox"/> Equity funding will be used
Develop protocols, processes and schedules for peer and leadership team classroom observations and walk throughs focussed on differentiated learning and teaching strategies in mathematics, reading, writing and spelling.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to implement whole school professional learning focussed on - the effective learning and teaching of reading, writing, spelling and mathematics, effective analysis of student data to support the classroom program, Learning Support program and the Tutor Program. Equity funding will be used to add to resources for students with additional needs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Revisit our whole school approach to wellbeing and establish an agreed approach to monitoring and responding to student and staff wellbeing concerns.			

Outcomes	<p>Leaders will: (Whole School)</p> <p>Facilitate whole school analysis of all survey data with a focus on elements related to wellbeing</p> <p>Facilitate whole school professional learning through a wellbeing team, to revisit our whole school approach to wellbeing and establish agreed daily wellbeing practices</p> <p>Facilitate the development of a whole staff shared responsibility for the wellbeing of students</p> <p>Facilitate the development of whole school agreed responses to student and staff wellbeing concerns</p> <p>Facilitate professional learning focussed on unpacking, teaching and assessing the Personal and Social capabilities</p> <p>Share a common understanding of the whole school approach to wellbeing with the whole school community</p> <p>Undertake learning walks and observations with a focus on evidence of agreed classroom wellbeing practices</p> <p>Teachers will: (Classroom)</p> <p>Develop agreed staff norms</p> <p>Adhere to our whole school approach to wellbeing</p> <p>Use agreed daily wellbeing practices, resources and strategies</p> <p>Deepen their understanding of and effectively implement Personal and Social capabilities</p> <p>Implement a consistent Social and Emotional Learning Curriculum</p> <p>Plan and teach RRRR units 7 and 8</p> <p>Students will: (Individual)</p> <p>Develop agreed class norms to enable a strong classroom culture of care and inclusion</p> <p>Improve their understanding and use of the Personal and Social capabilities</p> <p>Achieve improved growth in their use of the Personal and Social capabilities</p>			
Success Indicators	<p>Evidence of documented co-created agreed classroom norms</p> <p>Whole school shared responsibility for student wellbeing evident in planning documents and classroom practice. ieDocumentation of wellbeing programs and strategies</p> <p>Classroom observations of classroom wellbeing programs and practices</p> <p>All students in years 2-6 will achieve 12 months growth in the Victorian Curriculum Personal and Social Capabilities</p> <p>The percentage of positive endorsements in the AToSS by years 4,5 and 6 will be maintained as a minimum:</p> <p>Motivation and Interest at 83%</p> <p>Self-regulation and Goal Setting at 87%</p> <p>Student Voice and Agency at 77%</p> <p>Advocate at school at 90%</p> <p>The percentage of positive endorsements in the POS will be maintained as a minimum:</p> <p>School connecteness 89%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Professional Learning focussed on revisiting the whole school approach to wellbeing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning to unpack the concepts underpinning The Resilience Project, GEM (Gratitude Empathy and Mindfulness), the four BPS school values, Upstanders, PLAY Leaders, RRRR initiatives, ILPs, as well as professional learning facilitated by SSS personnel, and what they look like, sound like and feel like in the school and in the classroom.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Audit curriculum planning documents and classroom practices to ensure evidence of opportunities for student voice, agency and leadership.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop teacher to student and student to teacher feedback protocols and practices, including rubrics, to support student confidence,connectedness and resilience.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Build staff capability to integrate and embed digital learning in the classroom program.			
Outcomes	Leaders will: (Whole School) Organise vertical team structures to enable PLC leaders to work collaboratively to bring continuity and consistency to the implementation of digital technologies into our whole school pedagogical model Embed the use of planning documents that reflect the use of digital technologies, in the whole school instructional model			

	<p>Use teacher experts to support, coach and act as critical friends Engage a digital technologies consultant to act as coach and critical friend Expand the BYOD initiative to include Year 4 and Year 5. Teachers will: Work collaboratively to build collective efficacy for the implementation of a digital learning pedagogy. Effectively integrate digital learning technologies as a learning tool, and incorporating cybersafety strategies, across the curriculum Use digital technologies to communicate information and updates on student learning Work collaboratively with their team to use digital technologies to meet the broad range of student learning needs within their cohort Students will: (Individual) Experience a range of digital technologies to support their learning Develop their capacity as a responsible and ethical digital citizen.</p>			
Success Indicators	<p>Observations and learning walks demonstrate the use of digital technology as a teaching tool and a learning tool Student work is presented using digital technologies Documentation of school Digital Learning Policy Documentation of digital technologies resources and strategies reflected in planning documentation Whole school Communication Strategy using digital technologies Cyber safety scope and sequence to ensure learning progression in supporting our students to use digital platforms responsibly and safely. KIS1C: The percentage of positive endorsement in the SSS will be as a minimum: Professional Learning to improve practice 85% Teacher Collaboration 70% Guaranteed and Viable Curriculum 81%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Ongoing professional learning, with the support of a digital technologies coordinator, to build teacher capacity to integrate digital technologies to improve student learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

	<input checked="" type="checkbox"/> PLC Leaders			
As a staff identify digital tools that were successful during Home Learning and how they can continue to be implemented.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning, train the trainer approach, to build teacher capacity to effectively use a range of digital tools to support student learning at home and at school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Finalise the BPS Communication strategy to strengthen the home/school partnership and links between home and school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" 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	\$4,000.00	\$4,000.00
Additional Equity funding	\$4,228.00	\$4,228.00
Grand Total	\$8,228.00	\$8,228.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue to implement whole school professional learning focussed on - the effective learning and teaching of reading, writing, spelling and mathematics, effective analysis of student data to support the classroom program, Learning Support program and the Tutor Program. Equity funding will be used to add to resources for students with additional needs	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Totals			\$4,000.00	\$4,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Learning support teacher released to assess phonological awareness / phonics acquisition with small groups of students deemed at risk.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00

	to: Term 4			
Learning Support teacher released to assess incoming Preps phonological awareness / phonics acquisition.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00
Purchase resources for the Learning Support program and the Tutor Program for high need students	from: Term 1 to: Term 1		\$1,228.00	\$1,228.00
Totals			\$4,228.00	\$4,228.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule regular professional learning to build data literacy skills of teachers to develop and effectively analyse data walls for mathematics, reading, writing and spelling.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Establish the criteria to identify students needing tailored support in mathematics, reading, writing and spelling.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site

Provide professional learning, coaching and mentoring to develop differentiated point of need instruction in mathematics, reading, writing and spelling.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Teachers, and the Tutor program staff, implement the Tutor Program and support students to develop SMART learning goals and strategies to improve their learning and monitor their progress.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop protocols, processes and schedules for peer and leadership team classroom observations and walk throughs focussed on differentiated learning and teaching strategies in mathematics, reading, writing and spelling.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Numeracy leader	
<p>Continue to implement whole school professional learning focussed on - the effective learning and teaching of reading, writing, spelling and mathematics, effective analysis of student data to support the classroom program, Learning Support program and the Tutor Program. Equity funding will be used to add to resources for students with additional needs</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SSS personnel where appropriate	<input checked="" type="checkbox"/> On-site
<p>Professional Learning focussed on revisiting the whole school approach to wellbeing</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Professional learning to unpack the concepts underpinning The Resilience Project, GEM (Gratitude Empathy and Mindfulness), the four BPS school values, Upstanders, PLAY Leaders, RRRR initiatives, ILPs, as well as professional learning facilitated by SSS personnel,</p>	<input checked="" type="checkbox"/> Wellbeing Team	<p>from: Term 1 to: Term 3</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SSS personnel <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

and what they look like, sound like and feel like in the school and in the classroom.						
Audit curriculum planning documents and classroom practices to ensure evidence of opportunities for student voice, agency and leadership.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop teacher to student and student to teacher feedback protocols and practices, including rubrics, to support student confidence, connectedness and resilience.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ongoing professional learning, with the support of a digital technologies coordinator, to build teacher capacity to integrate digital technologies to improve student learning.	<input checked="" type="checkbox"/> All Staff <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders 				<ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	
As a staff identify digital tools that were successful during Home Learning and how they can continue to be implemented.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Professional learning, train the trainer approach, to build teacher capacity to effectively use a range of digital tools to support student learning at home and at school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site

<p>Finalise the BPS Communication strategy to strengthen the home/school partnership and links between home and school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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