

# 2021 Annual Implementation Plan

## for improving student outcomes

Boronia Heights Primary School (4967)



*A School With A View*

Submitted for review by Leanne Jennings (School Principal) on 16 December, 2020 at 01:51 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 15 January, 2021 at 11:39 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

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

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	Embedding

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

<b>Enter your reflective comments</b>	Our focus for 2020 quickly became the transition to remote learning and upskilling our staff's ability to work remotely with their students
<b>Considerations for 2021</b>	Our 2021 considerations are to Tutoring Program, the departments' three goals and a whole school focus on wellbeing program -Berry Street and our Maths Instructional model. Our High Ability leader will be working with staff and students to support high achieving students. Differentiation and a strong focus on data.
<b>Documents that support this plan</b>	2021 timetable tutoring.docx (0.04 MB) 2021 work plan.docx (0.08 MB) 3 KEY GOALS.pptx (0.92 MB) BHPS TUTOR PROGRAM.docx (0.52 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve student learning outcomes in literacy and numeracy
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• By 2022, the percentage of students achieving High Relative Growth in NAPLAN to be 25 per cent or more in Reading, Writing and Numeracy, (in 2018, currently at 19 per cent for Reading, 24 per cent for Writing and 19 per cent for Numeracy)</li> <li>• By 2022, the percentage of students achieving Low Relative Growth in NAPLAN to be 25 per cent or less in Reading, Writing and Numeracy, (in 2018, currently at 27 per cent for Reading, 24 per cent for Writing and 27 per cent for Numeracy)</li> <li>• By 2022, the percentage of Year 5 students achieving in the top two NAPLAN bands in Writing to be 25 per cent or more. (Currently 17 per cent)</li> </ul>
<b>Target 2.2</b>	By 2022, a minimum of 90 per cent of students will achieve 12 months growth according to teacher judgements, each year, in Reading and Viewing, Number and Algebra and Writing, (in 2018, currently at 90 per cent for Reading and Viewing, 89 per cent for Writing and 88 per cent for Number and Algebra)

<b>Target 2.3</b>	By 2022, the percentage of positive endorsement of Teacher Collaboration will be 75 per cent or above in the Staff Opinion Survey. (Currently at 54 per cent)
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Refine and embed the instructional models and pedagogical practices in all curriculum areas
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Embed a consistent, whole school approach to the use of data and effective assessment and reporting practices
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Further embed teacher collaboration to differentiate learning tasks to meet students at point of need
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Further develop the coaching and mentoring model
<b>Goal 3</b>	To foster an authentic culture of student voice, agency and leadership
<b>Target 3.1</b>	By 2022, improve the positive endorsement on AToSS for <ul style="list-style-type: none"> <li>• Sense of Connectedness from 76% (2018) to 80%</li> <li>• Student Voice and Agency from 79% (2018) to 80%</li> </ul>
<b>Target 3.2</b>	By 2022, improve the positive endorsement for Student Voice and Agency in the Parent Opinion Survey from 77% (2018) to 80% or above
<b>Key Improvement Strategy 3.a</b>	Build teacher, parent and student knowledge and understanding of student voice and agency

Empowering students and building school pride	
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Provide opportunities for students to be motivated, curious and self-directed learners
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Create authentic opportunities for students to give feedback on teaching and learning practices
<b>Goal 4</b>	To improve community engagement in student learning
<b>Target 4.1</b>	By 2022, reduce the percentage of students with 20 or more absent days from 27% (2018) to less than 20%
<b>Target 4.2</b>	By 2022, increase the positive endorsement in the POS for the factors: <ul style="list-style-type: none"> <li>• Teacher Communication from 74% (2018) to 80% or above</li> <li>• Parent Participation and Involvement from 69% (2018) to 80% or above</li> </ul>
<b>Target 4.3</b>	By 2022, increase the positive endorsement in the SSS for the following factors: <ul style="list-style-type: none"> <li>• Staff Trust in Students from 64% (2018) to 80% or above</li> <li>• Parents and Parent and Community Involvement from 77 per cent</li> </ul>

<b>Key Improvement Strategy 4.a</b> Networks with schools, services and agencies	Revisit and define the purpose and use of current communication tools to meet the needs of all stakeholders, including community, students and staff
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Create more opportunities to showcase student learning
<b>Key Improvement Strategy 4.c</b> Building communities	Further engage the community in learning through student led activities
<b>Key Improvement Strategy 4.d</b> Setting expectations and promoting inclusion	Educate the community on the importance of regular attendance and its impact on student learning

## 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>Learning, catch-up and extension: Literacy and Numeracy outcomes - School wide data (PAT testing) show appropriate (Medium to High) growth for all students</p> <p>Happy, active and healthy kids : Student Surveys (ATToS and School based) show              High levels of student satisfaction (Wellbeing factors)              High levels of participation in physical activities program provided              High levels of student satisfaction (Healthy Lifestyles Program)</p> <p>Connected schools : Student Surveys (ATToS and School based) show              High levels of student satisfaction (Connectedness factors)              Parent Surveys (POS and School based) show              High levels of parent satisfaction (Communication and Responsiveness factors)              Staff Surveys (SSS and School based)</p>



			show High levels of staff satisfaction (Professional Learning Communities (PLCs))
To improve student learning outcomes in literacy and numeracy	No	<ul style="list-style-type: none"> <li>• By 2022, the percentage of students achieving High Relative Growth in NAPLAN to be 25 per cent or more in Reading, Writing and Numeracy, (in 2018, currently at 19 per cent for Reading, 24 per cent for Writing and 19 per cent for Numeracy)</li> <li>• By 2022, the percentage of students achieving Low Relative Growth in NAPLAN to be 25 per cent or less in Reading, Writing and Numeracy, (in 2018, currently at 27 per cent for Reading, 24 per cent for Writing and 27 per cent for Numeracy)</li> <li>• By 2022, the percentage of Year 5 students achieving in the top two NAPLAN bands in Writing to be 25 per cent or more. (Currently 17 per cent)</li> </ul>	
		By 2022, a minimum of 90 per cent of students will achieve 12 months growth according to teacher judgements, each year, in Reading and Viewing, Number and Algebra and Writing, (in 2018, currently at 90 per cent for Reading and Viewing, 89 per cent for Writing and 88 per cent for Number and Algebra)	
		By 2022, the percentage of positive endorsement of Teacher Collaboration will be 75 per cent or above in the Staff Opinion Survey. (Currently at 54 per cent)	

To foster an authentic culture of student voice, agency and leadership	No	<p>By 2022, improve the positive endorsement on AToSS for</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness from 76% (2018) to 80%</li> <li>• Student Voice and Agency from 79% (2018) to 80%</li> </ul>	
		<p>By 2022, improve the positive endorsement for Student Voice and Agency in the Parent Opinion Survey from 77% (2018) to 80% or above</p>	
To improve community engagement in student learning	No	<p>By 2022, reduce the percentage of students with 20 or more absent days from 27% (2018) to less than 20%</p>	
		<p>By 2022, increase the positive endorsement in the POS for the factors:</p> <ul style="list-style-type: none"> <li>• Teacher Communication from 74% (2018) to 80% or above</li> <li>• Parent Participation and Involvement from 69% (2018) to 80% or above</li> </ul>	
		<p>By 2022, increase the positive endorsement in the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Staff Trust in Students from 64% (2018) to 80% or above</li> </ul>	

		<ul style="list-style-type: none"> <li>• Parents and Parent and Community Involvement from 77 per cent)</li> </ul>	
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>Learning, catch-up and extension:          Literacy and Numeracy outcomes - School wide data (PAT testing) show appropriate (Medium to High) growth for all students</p> <p>Happy, active and healthy kids :          Student Surveys (ATToS and School based) show              High levels of student satisfaction (Wellbeing factors)              High levels of participation in physical activities program provided              High levels of student satisfaction (Healthy Lifestyles Program)</p> <p>Connected schools :          Student Surveys (ATToS and School based) show              High levels of student satisfaction (Connectedness factors)          Parent Surveys (POS and School based) show              High levels of parent satisfaction (Communication and Responsiveness factors)          Staff Surveys (SSS and School based) show              High levels of staff satisfaction (Professional Learning Communities (PLCs)</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning, catch-up and extension:            Literacy and Numeracy outcomes - School wide data (PAT testing) show appropriate (Medium to High) growth for all students</p> <p>Happy, active and healthy kids :            Student Surveys (ATToS and School based) show                High levels of student satisfaction (Wellbeing factors)                High levels of participation in physical activities program provided                High levels of student satisfaction (Healthy Lifestyles Program)</p> <p>Connected schools :            Student Surveys (ATToS and School based) show                High levels of student satisfaction (Connectedness factors)            Parent Surveys (POS and School based) show                High levels of parent satisfaction (Communication and Responsiveness factors)            Staff Surveys (SSS and School based) show                High levels of staff satisfaction (Professional Learning Communities (PLCs))</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Whole School Assessment in Literacy and Numeracy - aligned to the Schools Assessment schedule            *Benchmark every student (Literacy and Numeracy), and subsequently track and monitor growth of every student at agreed intervals across the school year.                Identify and Group Students: Below, Just below, At &amp; Above the expected standard            *Establish a Tutoring Program which will target specific groups of students at either Below the expected standard or Just below the expected standard (supported with IEPs)</p>

	<ul style="list-style-type: none"> <li>*Continue to develop the extension program (began in 2020), targeting specific groups of students operating above the expected standard (supported with IEPs)</li> <li>*Continue to develop the work begun in ‘Differentiated Classrooms’ via effective formative assessment, student driven rubrics, individual feedback and goal setting.</li> <li>•Refine and implement a peer coaching model to support consistent implementation of the schools instructional models</li> <li>*Revisit and strengthen the use of HITS in classrooms with a focus on Goal setting and Differentiation</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>*Whole school professional learning (allocate 2 curriculum days) on mathematics <ul style="list-style-type: none"> <li>Goal: to improve teacher knowledge of Victorian Curriculum Mathematics Curricula and to embed the BHPS instructional model</li> </ul> </li> <li>*Whole school professional learning to support and enhance teacher capacity in Mathematics</li> <li>•Refine and implement a peer coaching model to support consistent implementation of the schools instructional models</li> <li>*Revisit and strengthen the use of HITS in classrooms with a focus on Goal setting and Differentiation</li> <li>*Data driven groups to engage with tutors to improve student outcomes</li> <li>*High Ability Leader to engage with: <ul style="list-style-type: none"> <li>targeted high performing students to provide extension</li> <li>whole staff professional learning focusing on the needs of high ability students</li> </ul> </li> </ul>
<p><b>Outcomes</b></p>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>*have an overview of whole school literacy and numeracy data where cohorts of student have been identified, and are grouped according to ability (above and below expected level)</li> <li>*oversee the tutoring and extension programs, combined with a differentiated approach in classrooms, ensuring that these are appropriately resourced</li> <li>*improve PLCs by timetabling 2 time slots for team collaboration per week</li> <li>*regularly review and develop planning, implementation and effectiveness of these programs through learning walks</li> <li>*learning specialists will model and observe colleague's lessons and model in classrooms</li> <li>*give feedback and support in the consistent implementation of instructional models</li> <li>*provide explicit professional development on all components of the BHPS instructional models</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*track data (individually and in PLCs) to ensure that every student achieves appropriate growth</li> </ul>

	<p>*use data to differentiate the learning in their classrooms:          -work collaboratively with students to analyse data to provide feedback and set individual learning goals          -engaging in professional discussions, focusing on 2 peer observations a term and sharing data analysis and response</p> <p>Students will:          *make positive learning growth          *work within their ZPD, in order to build their learning confidence          *articulate their learning goals in relation to their learning journey in the classroom and in 3 way conferences</p> <p>Parents will:          *understand their child's learning goals and growth in relation to their learning journey through 3 way conferences and continuous reporting</p>			
<p><b>Success Indicators</b></p>	<p>Student learning data in literacy and numeracy will show that appropriate growth (medium and high) has been achieved, as evidenced by:          *Teacher records and observations of student progress (formative assessment)          *Summative data reports, minutes of staff meetings, team and PLC meetings          *Tracking individual student progress against student IEPs</p> <p>Consistent planning documents, including evidence of differentiation</p>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>
<p>Whole school professional learning (allocate 2 curriculum days to Mathematics) to improve teacher knowledge of Victorian Curriculum Mathematics Curricula and to embed the BHPS instructional model</p>	<p><input checked="" type="checkbox"/> All Staff  <input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Establish processes/structures for collecting and monitoring school wide data	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Tutoring Program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$122,147.00  <input type="checkbox"/> Equity funding will be used
Document feedback from peer observations and learning walks	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Strong focus on supporting differentiation through our small group work	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input type="checkbox"/> Equity funding will be used
Professional Development for High Ability Leader	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used



<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Actions</b>	<p>Happy Kids:</p> <ul style="list-style-type: none"> <li>*Aligned to the school's student well being program, Berry Street Model</li> <li>*Continue to develop the work begun (modules 1 &amp; 2) in the Berry Street Initiative, via whole school Professional Development on the Berry Street Model (modules 3 &amp; 4)</li> <li>*Establish and embed routines and prioritise times in the school day to implement the Berry Street Model (Body, Relationship, Character, Stamina and Engagement)</li> </ul> <p>Healthy Kids</p> <ul style="list-style-type: none"> <li>*Establish school wide COVID-safe practices and procedures</li> <li>*During Term 1 Rigour and Routine, incorporate the 4 coping strategies (Justin Minkel)</li> <li>*Further develop a whole school 'Healthy Lifestyles program' (in accord with Victorian Curriculum Scope and Sequence)</li> </ul> <p>Active Kids</p> <ul style="list-style-type: none"> <li>*Evaluate whole school Physical Education and Sports program to ensure comprehensive provision (in accord with Victorian Curriculum Scope and Sequence)</li> <li>*Encourage student participation in the Active After school care Program (OshClub) and Active Club (before school)</li> <li>*Encourage student participation in the student led active groups within the Lunchtimes Program</li> <li>*Showcase and celebrate with the whole school community our state of the art sporting facilities</li> </ul>
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will support happy kids:</p> <ul style="list-style-type: none"> <li>*By promoting the Berry Street approach in the school community</li> <li>*By using a three tiered approach targeting students at risk (paraprofessionals onsite include, Speech, OT, Psychologists, Chaplain)</li> </ul> <p>Leaders will support healthy kids:</p> <ul style="list-style-type: none"> <li>*By evaluating, auditing and developing a comprehensive Healthy Lifestyles Program in accord with the Victorian Curriculum</li> </ul> <p>Leaders will support active kids:</p> <ul style="list-style-type: none"> <li>*Be overseeing and evaluating the Physical Education and Sports Program (informal and formal)</li> <li>*By promoting and supporting the active lifestyles to our students and the wider community</li> </ul>

	<p>Teachers will support happy kids by:</p> <ul style="list-style-type: none"> <li>*the implementation of the Berry Street Model</li> </ul> <p>Teachers will support healthy and active kids by:</p> <ul style="list-style-type: none"> <li>*implementing the Healthy Lifestyles Program (Roles and Responsibilities matched to the components of the program)</li> <li>*promoting and supporting an active lifestyle to their students and the wider community</li> </ul> <p>Students will present as happy, healthy, active children by:</p> <ul style="list-style-type: none"> <li>*being supported by allied health and mental health services (if required)</li> <li>*having stronger relationships with their peers and staff</li> <li>*valuing and participating in a wider range of physical activities</li> </ul> <p>Families will support happy, healthy, active children by:</p> <ul style="list-style-type: none"> <li>*valuing and supporting the student well being and physical education programs in the school</li> </ul>			
<b>Success Indicators</b>	<p>Documentation of:</p> <ul style="list-style-type: none"> <li>*2021 family support and services provided</li> <li>*the new Healthy Lifestyles Program in accord with the Victorian Curriculum Scope and Sequence (with clearly articulated roles and responsibilities)</li> <li>*the Physical Education and Sports curricula</li> </ul> <p>Student Surveys (ATToS and School based) show:</p> <ul style="list-style-type: none"> <li>*High levels of student satisfaction (Wellbeing factors)</li> <li>*High levels of participation in physical activities program provided</li> <li>*High levels of student satisfaction (Healthy Lifestyles Program)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Berry Street Model</p> <ul style="list-style-type: none"> <li>*Staged Professional Learning (Modules 1 to 4)</li> <li>*Monitoring implementation</li> <li>*Student surveys/diaries</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$6,700.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Provide para professionals Psychologists, Speech, OT, Chaplain in support of student and family wellbeing	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>Student Connectedness – See Happy Active Kids</p> <p>*Student Leadership: -Student Voice – Student Empowerment through an active Student Council, Peer Mentoring</p> <p>Staff Cohesion and Morale – Teachers as Professionals</p> <p>*PLC leaders creating positive team dynamics - Monitoring and developing staff morale via Buddy and Team support</p> <p>*continue to develop PLCs where reading and interpreting relevant data drives learning</p> <p>*Staff participation in school wide and wider educational networks (eg Berry Street)</p> <p>Parent School Partnership – As per 2020 AIP</p> <p>*Information to Parents -School Policies and Programs -Student Reporting</p> <p>*Information from Parents : Seeking Parent Feedback in relation to school performance and procedures</p> <p>*Parents in School – Parents as Helpers</p> <p>Community Connectedness: Berry Street initiative; Re- Establish our school values with input from parents, students and staff</p>			
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will:</p> <p>*develop a Professional Learning plan for key priorities, which includes Team Leadership training in data analysis and response</p> <p>*redevelop school values in consultation with the community</p> <p>*Restructure the school timetable to allow Learning Specialists to support PLCs</p> <p>Teachers will:</p> <p>*Engage in PLCs to foster collaboration,</p>			

	<p>*build collective efficacy and confidence in using data for differentiation *actively participate in the development of key values for BHPS</p> <p>Students will: *feel connected to their school and be confident in their learning *be active participants in goal setting for their learning *actively participate in the development of key values for BHPS</p> <p>Parents will: *feel welcome in the school and be active in their child's learning *be informed regularly on their students' progress *actively participate in the development of key values for BHPS</p>			
<b>Success Indicators</b>	<p>Connected schools: Student Surveys (ATToS and School based) show: *High levels of student satisfaction (Connectedness factors) Parent Surveys (POS and School based) show: *High levels of parent satisfaction (Communication and Responsiveness factors) Staff Surveys (SSS and School based) show: *High levels of staff satisfaction (Professional Learning Opportunities)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop an active student council	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop effective PLCs where staff work collaboratively to analyse data and undertake responsive planning and where staff morale is monitored and fostered. Kirraly George to support middle leadership	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Re-establish community owned school values based on Berry Street 'Relationships'	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$122,147.00	\$8,222.00
<b>Grand Total</b>	<b>\$122,147.00</b>	<b>\$8,222.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional staff appointed to support The Tutoring Program for students deemed at risk	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$122,147.00	\$8,222.00
<b>Totals</b>			<b>\$122,147.00</b>	<b>\$8,222.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school professional learning (allocate 2 curriculum days to Mathematics) to improve teacher knowledge of Victorian Curriculum Mathematics Curricula and to embed the BHPS instructional model	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Establish processes/structures for collecting and monitoring school wide data	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> External consultants Toby McIlraith Rachel George</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site

Strong focus on supporting differentiation through our small group work	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> 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
Professional Development for High Ability Leader	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	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"/> Peer observation including feedback and 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"/> On-site
Berry Street Model *Staged Professional Learning (Modules 1 to 4) *Monitoring implementation *Student surveys/diaries	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site