

2020 Annual Implementation Plan

for improving student outcomes

Kensington Primary School (2374)



Submitted for review by Julie Stephens (School Principal) on 12 February, 2020 at 01:26 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 12 February, 2020 at 01:27 PM
Endorsed by Jonathan Orr (School Council President) on 12 February, 2020 at 02:20 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>The development of the 2019 School Improvement Team has ensured a direct focus on the collaboration of teachers planning for and delivering a more consistent instructional model across all curriculum domains. The focus for 2019 was to develop a consistent instructional model across all teaching domains, in response to the feedback provided from the 2018 school review. Whole school professional learning has been undertaken to unpack the stages and purpose of the instructional model for all teachers. A graphic representation has been designed for all teachers to use as a visual to ensure an understanding as to the stages of learning and the purpose. A further area for collaboration is understanding and implementing a more rigorous delivery of the instructional practices. Throughout the 2019 PDP process teachers discussed a future goal for 2020 being to focus on developing conferencing in both reading and writing. There will be professional learning undertaken in 2020 using the Literacy and Numeracy portal, the collaboration with the Teaching Partners as well as staff members who have undertaken the Leading Literacy through BASTOW in the domain of Writing. Two of our 3 Learning Specialists commenced a 2 year professional learning program being involved in the Primary Mathematics and Science Initiative. An inquiry into the teaching and learning of Mathematics at Kensington Primary has been undertaken, exploring the problem solving strategies explicitly taught, the developmental sequence of teaching Mathematics referred to as professional reading when planning as well as the planned 2 moderation tasks across the whole school from Foundation to</p>
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	<p>year 6 involving all teachers. The PMSI funding has assisted to purchase maths trolleys for every classroom to ensure the developmentally appropriate concrete materials are available for the students to use. The introduction of the Professional Learning Community cycle has ensured more consistency and low variability across all year levels.</p>
<p>Considerations for 2020</p>	<p>Kensington Primary will be involved with the Teaching Partner component of the 'Differentiated Support for School Improvement (DSSI)' Initiative that will commence in Term 1, 2020 to further embed the conferencing and Guided Reading practices of all staff. There is a need to ensure that all students are provided with realistic targeted goals to develop the mastery of key skills and understandings in Reading. In 2019 with the support of Julian Bradford the SWR Educational Improvement Leader all year 4 students were assisted to develop reading goals, which were communicated over the summer holiday break to continue to practise. This communication is being further developed for 2020 to ensure all families from Foundation to 6 are provided with the goals students are required to practise while reading over holiday breaks. Teachers have communicated the need to develop a continua of learning across curriculum domains to use to inform goal setting. A numeracy continua is being developed using Booker as a professional reference to ensure the developmental sequence of teaching and learning is clearly understood by the teachers and discussed during collaborative planning. It is planned that the Fountas and Pinnel continuum as well as the Victorian Curriculum will be unpacked with teachers and used as a reference to set goals and monitor the achievement levels of all students. The planning for whole school moderation will continue to be timetabled and facilitated by the SIT team to provide all teachers to reflect on the expected standards of the Victorian Curriculum and the sequential developmental practices to deliver the teaching and learning. The further embedding of the PLC cycle will continue in 2020, with a focus on the use of data, setting learning intentions and the success criteria which is to be monitored and reflected upon. Members of the School Improvement Team will continue to support teams during collaborative planning, as well as working with the Teaching Partners from Differentiated Support for School Initiative.</p>
<p>Documents that support this plan</p>	<p>1.docx (0.01 MB)</p>

SSP Goals Targets and KIS

Goal 1	To improve the learning growth of every student in Literacy and Numeracy.
Target 1.1	<p>By 2022 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in Literacy/Numeracy to be:</p> <p>Writing - Year 3 - 70% (57 students) Year 5 - 33% (24 students)</p> <p>Reading - Year 3 - 92% - (75 Students) Year 5 - 76% (55 students)</p> <p>Numeracy Year 3 - 72% - (59 students) Year 5 - 66% (48 students)</p>
Target 1.2	<p>By 2022 decrease the percentage of students in Years 3 and 5 achieving in the lower 2 NAP bands in Literacy/Numeracy to be:</p> <p>Writing - Year 3 - 0% (0 students) Year 5 - 0% (0 students)</p> <p>Reading - Year 3 - 0% - (0 Students) Year 0 - 0% (0 students)</p> <p>Numeracy Year 3 - 0% - (0 students) Year 5 - 6% (4 students)</p>
Target 1.3	<p>By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN Writing and Numeracy to be:</p> <p>Writing - Year 3 - 70% Year 5 - 33%</p> <p>Reading - Year 3 - 92% Year 5 - 76%</p> <p>Numeracy - Year 3 - 72% Year 5 - 66%</p>

Target 1.4	<p>By 2022 increase the percentage of Year 5 students moving from low to medium, and medium to high relative growth in NAPLAN Literacy/Numeracy to be:</p> <p>Writing - Year 3 - Year 5 - 36% - 26 students</p> <p>Numeracy - Year 3 - Year 5 38% - 27 students</p>																												
Target 1.5	<p>By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in Literacy/Numeracy according to teacher judgements to be:</p> <table border="1" data-bbox="667 678 1991 959"> <thead> <tr> <th></th> <th>Kensington – 2018</th> <th>Similar schools 2018</th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Speaking & Listening</td> <td>97%</td> <td>98%</td> <td>98%</td> </tr> <tr> <td>Writing</td> <td>91%</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Number</td> <td>93%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Measurement & Geo</td> <td>95%</td> <td>96%</td> <td>96%</td> </tr> <tr> <td>Statistics</td> <td>92%</td> <td>97%</td> <td>97%</td> </tr> </tbody> </table>		Kensington – 2018	Similar schools 2018	Targets	Reading	94%	95%	95%	Speaking & Listening	97%	98%	98%	Writing	91%	93%	93%	Number	93%	95%	95%	Measurement & Geo	95%	96%	96%	Statistics	92%	97%	97%
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Key Improvement Strategy 1.a Building practice excellence	<p>Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE). Teachers will participate in professional learning focused on the function and process of a Professional Learning Community.</p>																												
Key Improvement Strategy 1.b Building leadership teams	<p>Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through the implementation of a school wide pedagogical model. (BLT)</p>																												
Key Improvement Strategy 1.c Curriculum planning and assessment	<p>Refine & embed a guaranteed and viable curriculum incorporating Reading, Writing and Numeracy that aligns with the Victorian Curriculum Teaching & Learning outline. (CPA)</p>																												

Key Improvement Strategy 1.d Evaluating impact on learning	Action Plan to accelerate improvement.
Goal 2	To improve student engagement and agency in learning.
Target 2.1	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 to 70 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Differentiated Learning Challenge from 5.2 to 65 or above.</p> <p>To improve the positive endorsement of 4-6 year students for a Differentiated Learning Challenge from 72% to 90%</p> <p>To decrease the not positive endorsement of 4-6 year students for a Differentiated Learning Challenge from 12% to 2%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Differentiated Learning Challenge from 16% to 3%</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Self-regulation and Goal Setting from 20.7 to 80 or above.</p>
Target 2.2	<p>To increase the Attitude to School Survey results for Years 4 - 6 Student Voice and Agency to be level with State at 71% from 64%.</p> <p>To improve the positive endorsement of 4-6 year students for Student Voice and Agency from 64% to 90%</p> <p>To decrease the not positive endorsement of 4-6 year students for Student Voice and Agency from 16% to 6%</p> <p>To decrease the neutral endorsement of 4-6 year students for Student Voice and Agency from 19% to 9%</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher capacity to implement practices that promote Student Agency & Voice (ESBSP)

Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Deepen and strengthen staff data literacy to effectively engage students in planning, co-constructing, implementing and evaluating learning, (SEPI)
Goal 3	To develop positive, resilient and connected students across the school.
Target 3.1	To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated Learning from 11.3 to 70 or above To improve the positive endorsement of 4-6 year students for a Stimulated Learning from 66% to 85% To decrease the not positive endorsement of 4-6 year students for a Stimulated Learning from 15% to 5% To decrease the neutral endorsement of 4-6 year students for a Stimulated Learning from 18% to 6%
Target 3.2	To increase the Attitude to School Survey Results, percentile for Years 4-6 Sense of Confidence from 62.5 to 80 or above. To increase the Attitude to School Survey Results, percentile for Years 4-6 Resilience from 58.8 to 70 or above. To increase the Attitude to School Survey Results, percentile for Years 4-6 Respect for Diversity from 24.6 to 50 or above.
Target 3.3	By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) School Climate module scores for the components, Teacher Collaboration to have increased from 43.3% (2018) to 86% in (2022). The component of a Guaranteed and Viable curriculum to have increased from 48.3% to be 85% or higher on average over the four years of the SSP.
Key Improvement Strategy 3.a	To deepen a whole school shared understanding of the school vision of excellence in learning and teaching improvement cycle.

Building practice excellence	
Key Improvement Strategy 3.b Building leadership teams	Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice. (BLT)
Key Improvement Strategy 3.c Building leadership teams	Develop the capacity of all staff to be collaborative members identifying with the Kensington PS community. (BLT)
Key Improvement Strategy 3.d Empowering students and building school pride	To build a whole school approach to develop a positive climate for learning.

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 the learning growth of every student in Literacy and Numeracy	Yes	<p>By 2022 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in literacy/numeracy to be:</p> <p>Writing - Year 3 - 70% (57 students) Year 5 - 33% (24 students)</p> <p>Reading - Year 3 - 92% - (75 Students) Year 5 - 76% (55 students)</p> <p>Numeracy - Year 3 - 72% - (59 students) Year 5 - 66% (48 students)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading 12 month targets</p> <p>From 88% (2019) to 90% (2020) top 2 bands reading year 3. 67 students</p> <p>From 67% (2019) to 72% (2020) top 2 bands reading year 5. 51 students</p> <p>Maintain the Top 2 Bands in Reading Year 3 - 2018 (88 % - 66 students) - in Year 5 - 2020 top 2 Bands</p>
		<p>By 2022 decrease the percentage of students in Years 3 and 5 achieving in the lower 2 NAPLAN bands in Literacy/Numeracy to be:</p> <p>Writing - Year 3 - 0% (0 students) Year 5 - 0% (0 students)</p> <p>Reading - Year 3 - 0% - (0 Students) Year 0 - 0% (0 students)</p> <p>Numeracy - Year 3 - 0% - (0 students) Year 5 - 6% (4 students)</p>	<p>Reading bottom two bands</p> <p>Decrease bottom 2 bands Year 5 -2019 from 6% to 4% - 2020</p> <p>Decrease bottom 2 bands Year 3 - 2019 from 2% to 1% - 2020</p> <p>Year 5 bottom 2 bands 2019 - 4% 2020</p>

		<p>By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN Writing and Numeracy to be:</p> <p>Writing - Year 3 - 70% Year 5 - 33%</p> <p>Reading - Year 3 - 92% Year 5 - 76%</p> <p>Numeracy - Year 3 - 72% Year 5 - 66%</p>	<p>Reading Increase High Relative Growth from 2019 - 4% to 2020 - 25%</p> <p>Increase Reading Above Benchmark growth from 2019 2% 9 (1 student) - 2020 - 20%</p>																												
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To improve student engagement and agency in learning.	Yes	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 to 70 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Differentiated Learning Challenge from 5.2 to 65 or above.</p> <p>To improve the positive endorsement of 4-6 year students for a Differentiated Learning Challenge from 72% to 90%</p> <p>To decrease the not positive endorsement of 4-6 year students for a Differentiated Learning Challenge from 12% to 2%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Differentiated Learning Challenge from 16% to 3%</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Self-regulation and Goal Setting from 20.7 to 80 or above.</p>	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 to 70 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Differentiated Learning Challenge from 5.2 to 65 or above.</p> <p>To improve the positive endorsement of 4-6 year students for a Differentiated learning challenge from 72% to 90%</p>
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To develop positive, resilient and connected students across the school.	Yes	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated Learning from 11.3 to 70 or above</p> <p>To improve the positive endorsement of 4-6 year students for a Stimulated Learning from 66% to 85%</p> <p>To decrease the not positive endorsement of 4-6 year students for a Stimulated Learning from 15% to 5%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Stimulated Learning from 18% to 6%</p>	To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated Learning from 11.3 to 70 or above
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		<p>By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) school climate module scores for the components, teacher collaboration to have increased from 43.3% (2018) to 86% in (2022).</p> <p>The component of a Guaranteed and Viable curriculum to have increased from 48.3% to be 85% or higher on average over the four years of the SSP.</p>	<p>By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) school climate module scores for the components, teacher collaboration to have increased from 43.3% (2018) to 86% in (2022).</p>

Goal 1	To improve the learning growth of every student in Literacy and Numeracy
12 Month Target 1.1	<p>Reading 12 month targets</p> <p>From 88% (2019) to 90% (2020) top 2 bands reading year 3. 67 students</p> <p>From 67% (2019) to 72% (2020) top 2 bands reading year 5. 51 students</p> <p>Maintain the Top 2 Bands in Reading Year 3 - 2018 (88 % - 66 students) - in Year 5 - 2020 top 2 Bands</p>
12 Month Target 1.2	<p>Reading Bottom Two Bands</p> <p>Decrease Bottom 2 bands Year 5 -2019 from 6% to 4% - 2020</p> <p>Decrease Bottom 2 bands Year 3 - 2019 from 2% to 1% - 2020</p> <p>Year 5 bottom 2 bands 2019 - 4% 2020</p>
12 Month Target 1.3	<p>Reading</p> <p>Increase High Relative Growth from 2019 - 4% to 2020 - 25%</p> <p>Increase Reading Above Benchmark growth from 2019 2% 9 (1 student) - 2020 - 20%</p>
12 Month Target 1.4	<p>Reading</p> <p>Decrease Low Relative Growth from 2019 - 47% to 2020 - 25%</p> <p>Decrease below Benchmark growth from 2019 51% (23 students) to 2020 - 10%</p>
12 Month Target 1.5	<p>By 2020, increase the percentage of Foundation to Year 6 students at or above the expected level in Literacy/Numeracy according to teacher judgements to:</p>

	Kensington -2018	Similar Schools 2018	Targets
Reading	94%	95%	95%
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Statistics	92%	97%	97%
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<p>Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE).</p> <p>Teachers will participate in professional learning focused on the function and process of a Professional Learning Community.</p>		Yes
KIS 2 Building leadership teams	<p>Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through implementation of a school wide pedagogical model. (BLT)</p>		Yes
KIS 3 Curriculum planning and assessment	<p>Refine & embed a Guaranteed and Viable curriculum incorporating Reading, Writing and Numeracy that aligns with the Vic Teaching & Learning outline. (CPA)</p>		Yes
KIS 4 Evaluating impact on learning	<p>Action Plan to accelerate improvement</p>		Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>To increase the capacity of staff to deliver a rigorous reading workshop model supported by the Teaching Partners as part of the Teaching Partner component of the 'Differentiated Support for School Improvement (DSSI)' Initiative that will commence in Term 1.</p> <p>To refine the capacity of all teachers to deliver the consistent practice of Guided Reading, Independent Reading and Close Reading delivered through targeted planning and teaching.</p> <p>To focus on ensuring teachers are providing students with the selection as well as identification of Just Right Texts.</p> <p>A focus on professional learning to ensure teachers are planning for, monitoring and reflecting on the specific skills and understandings when reading independently and setting goals.</p> <p>Whole school professional learning to differentiate teachers' needs in regards to Guided Reading, Independent Reading and Close Reading.</p> <p>Build teachers practices of data literacy, assessment practices, conferencing, goal setting and feedback (HITS)</p> <p>To ensure a whole school collaborative understanding of the Reader's Workshop.</p> <p>Implementation of the whole school instructional model developing a gradual release of responsibility, to embed Actions - Teaching Partners targeting specific teachers for coaching, demonstration, observation, feedback - PLT Meeting schedule, professional learning prioritising of Reading - PLC - Data Literacy SIT tracking top 2 band students as well as middle 2 and bottom 2 bands.</p>	
<p>Goal 2</p>	<p>To improve student engagement and agency in learning.</p>	
<p>12 Month Target 2.1</p>	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 to 70 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Differentiated Learning Challenge from 5.2 to 65 or above.</p> <p>To improve the positive endorsement of 4-6 year students for a Differentiated learning challenge from 72% to 90%</p>	
<p>12 Month Target 2.2</p>	<p>To increase the Attitude to School Survey results for Years 4 - 6 Student Voice and Agency to be level with State at 71% from 64%.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Build teacher capacity to implement practices that promote Student Agency & Voice (ESBSP)</p>	<p>Yes</p>

KIS 2 Setting expectations and promoting inclusion	Deepen and strengthen staff data literacy to effectively engage students in planning, co-constructing, implementing and evaluating learning, (SEPI)	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.	Create a supportive and inclusive learning community which nurtures the social and emotional development of all students. KIS: Provide further opportunities within the school community for increased student agency. <ul style="list-style-type: none"> • Action: <ul style="list-style-type: none"> • Implementation of SWPBS including students, teachers and the school community. • Development of student resilience in responding to minor and major behaviours. • Development of a consistent approach for encouraging positive behaviours. • Development of a consistent approach to responding to non-desired behaviours. • Improved community support with the schools response to everyday occurrences. • Continued professional learning for all staff in SWPBS, Restorative Practices and Respectful Relationships. * Professional learning with Russ Quaglia as part of the Moonee Valley Network 	
Goal 3	To develop positive, resilient and connected students across the school.	
12 Month Target 3.1	To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated Learning from 11.3 to 70 or above.	
12 Month Target 3.2	To increase the Attitude to School Survey Results, percentile for Years 4-6 Sense of confidence from 62.5 to 80 or above. To increase the Attitude to School Survey Results, percentile for Years 4-6 Resilience from 58.8 to 70 or above. To increase the Attitude to School Survey Results, percentile for Years 4-6 respect for Diversity from 24.6 to 50 or above.	
12 Month Target 3.3	By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) school climate module scores for the components, teacher collaboration to have increased from 43.3% (2018) to 86% in (2022).	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To deepen a whole school shared understanding of the school vision of excellence in learning and teaching improvement cycle	Yes
KIS 2 Building leadership teams	Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice (BLT)	Yes
KIS 3 Building leadership teams	Develop the capacity of all staff to be collaborative members identifying with the Kensington PS community. (BLT)	No
KIS 4 Empowering students and building school pride	To build a whole school approach to develop a positive climate for learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2020 a continued focus on professional learning as well as distributive leadership will continue to be a priority. The School Improvement Team consisting of the Principal, Assistant Principal, Learning Specialists and Business Manager will continue to ensure a consistent message is delivered and that support for teachers is readily available. Weekly SIT meetings are timetabled to ensure the discussion of data, student growth, high expectations and teacher support is planned and monitored. Data is examined and discussed at grade, cohort and whole school level. Indicative data is recorded, specific whole school assessment is planned for and supported. The SIT team will be tracking the growth of all students and having conversations with teachers in regards to the academic and social needs of all students on a regular basis. Professional Learning will continue to be undertaken by teachers to build their capacity and to support the delivery of a research based engaging curriculum. Teachers will have the opportunity to participate in the Leading Literacy PD through BASTOW and two of the Learning Specialists will continue to be involved in the Primary Mathematics and Science Initiative. Teachers involved in professional practice will facilitate the delivery of curriculum days, staff professional learning meetings and PLC meetings to inform and support their colleagues. A continued focus on embedding the PLC inquiry cycle will continue in 2020 with the support of Lisa Bennett, Regional Coach.	

Define Actions, Outcomes and Activities

Goal 1	To improve the learning growth of every student in Literacy and Numeracy
12 Month Target 1.1	<p>Reading 12 month targets</p> <p>From 88% (2019) to 90% (2020) top 2 bands reading year 3. 67 students</p> <p>From 67% (2019) to 72% (2020) top 2 bands reading year 5. 51 students</p> <p>Maintain the Top 2 Bands in Reading Year 3 - 2018 (88 % - 66 students) - in Year 5 - 2020 top 2 Bands</p>
12 Month Target 1.2	<p>Reading Bottom Two Bands</p> <p>Decrease Bottom 2 bands Year 5 -2019 from 6% to 4% - 2020</p> <p>Decrease Bottom 2 bands Year 3 - 2019 from 2% to 1% - 2020</p> <p>Year 5 Bottom 2 bands 2019 - 4% 2020</p>
12 Month Target 1.3	<p>Reading</p> <p>Increase High Relative Growth from 2019 - 4% to 2020 - 25%</p> <p>Increase Reading Above Benchmark growth from 2019 2% 9 (1 student) - 2020 - 20%</p>
12 Month Target 1.4	<p>Reading</p> <p>Decrease Low Relative Growth from 2019 - 47% to 2020 - 25%</p> <p>Decrease below Benchmark growth from 2019 51% (23 students) to 2020 - 10%</p>

12 Month Target 1.5	<p>By 202, increase the percentage of Foundation to Year 6 students at or above the expected level in Literacy/Numeracy according to teacher judgements to:</p> <table border="1" data-bbox="533 325 1350 746"> <thead> <tr> <th></th> <th>Kensington -2018</th> <th>Similar Schools 2018</th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Speaking & Listening</td> <td>97%</td> <td>98%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>91%</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Number Measurement</td> <td>93%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>& Geo</td> <td>95%</td> <td>96%</td> <td>96%</td> </tr> <tr> <td>Statistics</td> <td>92%</td> <td>97%</td> <td>97%</td> </tr> </tbody> </table>		Kensington -2018	Similar Schools 2018	Targets	Reading	94%	95%	95%	Speaking & Listening	97%	98%	95%	Writing	91%	93%	93%	Number Measurement	93%	95%	95%	& Geo	95%	96%	96%	Statistics	92%	97%	97%
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Number Measurement	93%	95%	95%																										
& Geo	95%	96%	96%																										
Statistics	92%	97%	97%																										
KIS 1 Building practice excellence	<p>Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE). Teachers will participate in professional learning focused on the function and process of a Professional Learning Community.</p>																												
Actions	<p>Coaching and mentoring of teachers will be organised and monitored to support develop their capacity both in-house facilitated by the School Improvement Team as well as the Teaching Partners. Professional Learning will be scheduled to support the PLC inquiry cycle supported by the School Improvement Team as well as the Teaching Partners. Learning Specialists will continue to support all planning sessions to ensure consistency of practice and the use of data to inform planning for the needs of all students. A deliberate timetabling of professional learning focused on differentiating the needs of all teaching staff to understand and deliver the teaching practices across all domains. The use of data to inform weekly planning will continue, as well as the collection of indicative data to track student achievement. The opportunity for teachers and the leadership team to work with the Teaching partners to develop the capacity of staff in the domain of reading. To understand the developmental sequence of teaching and learning to assist with goal setting. An intervention Teacher is employed .6 to support students assessed as 6 - 12 months below the expected standard in Reading.</p>																												

Outcomes	<p>Understanding and consistency of the instructional practices in Numeracy and Literacy. A consistent understanding of the instructional practices of Guided Reading, Independent Reading and the introduction of Close Reading. The maintenance and extension of all students to make at least 12 months growth in 12 months. To work towards maintaining and increasing the number of students in the Top 2 NAPLAN Bands, particularly in Reading. An increase in the Attitude to School data in the area of Differentiated Learning with students taking responsibility to set and show mastery of learning goals.</p>			
Success Indicators	<p>Planning for teaching and learning will be consistent across all teaching areas. Teachers will be delivering targeted lessons focused on the learning needs of all students. Differentiation will be visible in planning documents and reflected in the ATTS data of differentiated learning. Moderation of student work samples by teachers will be informed and accurate, decreasing variability of achievement. The data collected through formative and summative assessment will show growth for all students.</p> <p>The number of students maintained in the Top 2 NAPLAN Bands, particularly in Reading will reach targets set for 2020:</p> <p>Year 3 Writing - 65% and Year 5 Writing 29% Year 3 Reading - 90% and Year 5 Reading 72% Year 3 Numeracy 70% and Year 5 Numeracy 64%</p> <p>Decrease the % of year 3 and 5 achieving in the lower 2 NAPLAN Bands Year 3 Writing - 2% and Year 5 Writing 4% Year 3 Reading - 1% and Year 5 Reading 4% Year 3 Numeracy 4% and Year 5 Numeracy 8%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers and teams will be working with the Teaching Partners to develop capacity in the domain of Reading.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal setting will target specific reading goals to be tracked throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLC Leaders		to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Building leadership teams	Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through implementation of a school wide pedagogical model. (BLT)			
Actions	<p>Teachers will continue to implement the instructional model across all teaching areas.</p> <p>Teachers will focus on embedding instructional practices.</p> <p>Teachers will plan for and deliver the High Impact Teaching Strategies (HITS).</p> <p>Teacher will continue to plan collaboratively, examining the cohort of students.</p> <p>Targeted data will be used to inform planning for teaching and learning.</p> <p>Teachers will respond to needs of all children with a focus on Equity funded students and their individual learning needs</p>			
Outcomes	<p>Teachers will continue to embed an instructional model to ensure consistency of practice.</p> <p>Teachers will refine and develop their understandings of the instructional practices in the domain of Reading.</p>			
Success Indicators	<p>Students will be active participants in their role as a learner.</p> <p>Students will further develop independent reading skills with a focus on comprehension.</p> <p>Students will set and track goals independently.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consistency of instructional model will be observed during classroom walk throughs.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Instructional practices will be observed and a priority during PLC meetings.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Refine & embed a Guaranteed and Viable curriculum incorporating Reading, Writing and Numeracy that aligns with the Vic Teaching & Learning outline. (CPA)			
Actions	<p>Teachers will plan using the essential learnings to ensure the foundational skills and understandings are planned, delivered and mastered.</p> <p>Teachers will participate in professional learning focused on the instructional practices of Independent Reading supported by a Regional Education Improvement Leader.</p> <p>The implementation of the First 20 days across all curriculum areas will develop the routines and high expectations to ensure the role of the student and the role of the teacher is clearly established.</p> <p>Teachers will examine the Fonntas and Pinnell reading behaviours to examine the behaviours and reading practices of all students. Year 5 teachers and the leadership team will participate in the Accelerated Reading Program focused on stretching the Top 2 bands in the 2020 reading NAPLAN data.</p> <p>Teachers will develop a continuum of goal setting in the domain of Reading to ensure students are practising their goals during Independent Reading and are targeted during Guided Reading, where feedback is provided by the teacher.</p> <p>Teachers will be supported by the Teaching Partnership to further develop capacity to implement a developmental sequence of teaching and learning.</p> <p>On-going assessment will be collected to monitor student achievement and to plan for differentiation.</p> <p>Teachers will continue to embed the PLC cycle to collaborate on teaching and learning for the cohort.</p> <p>Teachers will plan for and differentiate the curriculum for students identified at risk below or above the expected level.</p> <p>Students receiving Equity Funding will be supported.</p>			
Outcomes	<p>Teachers will be responsive to students' learning needs using assessment to plan for the next stage of learning, as well as address any misconceptions.</p> <p>Teachers will deliver a rigorous program focused on the delivery of the instructional practices.</p> <p>Parents will be informed as to the reading goals of students and the expectation that all children participate in the Home Reading program.</p>			
Success Indicators	<p>Differentiation for all students will be visible in planning documents.</p> <p>Teams will examine and track growth, reflecting on what is impacting student learning.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Teachers will use the curriculum to plan for and deliver a developmentally sequenced curriculum. The delivery of all teaching and learning will be consistent and involve the student monitoring their progress.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 4 Evaluating impact on learning	Action Plan to accelerate improvement			
Actions	<p>Participate in the Accelerated Learning Project with the Western Melbourne Area support team. This will target the Top 2 Bands of students in Reading from Year 3 2018 to Year 5 in 2020. A focus on building practice excellence and identifying Essential Elements 1 and 7 as targeted bodies of work : Essential Element 1- Documented curriculum plan, a shared pedagogy and assessment practices and Essential Element 7 - Data collection, analysis and shared evaluation of student learning growth over time.</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • choose text matched to their reading ability • have goals appropriate to their reading need, co-constructed with the teacher • use the text to practise, monitor and achieve their goals • monitor learning growth against continuum • provide feedback to teacher about their Guided Reading lessons • record their thinking about text in their Reader's Notebook <p>Teachers will:</p> <ul style="list-style-type: none"> • use data to inform reading goals for every student • use Independent Reading as an essential element of the Reader's Workshop • use Guided Reading as an essential element of the Reader's Workshop • have routines put in place to ensure Guided Reading is a regular part of the Reader's Workshop • have routines put in place to ensure conferencing is a regular part of the Reader's Workshop • have knowledge of the text students are reading during Independent Reading • ensure that Independent Reading links to Guided Reading • use rich quality mentor texts to model specific reading skills, strategies or goals • teachers understanding the purpose, practice and value of Independent Reading when learning the skills reading 			

	<ul style="list-style-type: none"> • teachers understanding the purpose, practice and value of Guided Reading when learning the skills of reading • Monitor student progress against the Fountas & Pinnell Literacy continuum <p>Leaders will:</p> <ul style="list-style-type: none"> • define a whole school approach to Independent Reading • define a whole school approach to Guided Reading • support teachers to build their capacity to implement Independent Reading and monitor change in teacher practice • support teachers to build their capacity to implement Guided Reading and monitor change in teacher practice • monitor the impact of Independent Reading on student attainment • monitor the impact of Guided Reading on student attainment • engage in conversations and observations regarding the implementation of Guided Reading • engage in conversations and observations regarding the implementation of Independent Reading 			
Success Indicators	<p>Student achievement data Teacher feedback and PDP goals Leadership feedback</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Establish benchmark data including the identification of the specific cohort of students to maintain learning outcomes from Year 3 (2018) to Year 5 (2020)</p> <ul style="list-style-type: none"> - Administer NAPLAN Reading test 2019- Grade 5 Test (Grade 4 tested Term 4, 2019) - Collate testing results- Fountas and Pinnell benchmarking – decoding and comprehension in Fiction and Non-fiction texts - Teacher Judgement – Vic Curriculum 2019 - Identification of cohort of students in the top two bands (& cusp students) of NAPLAN Reading, Year 3 2018 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Team Leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Curriculum Leader/EIL to work with Professional Learning Teams to determine the identified cohort of students' needs through diagnostic data.</p> <p>Teaching and Learning Coaching for the Year 5 Professional Learning team (PLT) to determine specific Key Improvement Strategies to support the identified individual student growth.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Review and revise existing Assessment Schedule to determine suitability for monitoring individual student learning gain.</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Establish monitoring progress through data analysis in PLTs and by individual classroom teachers to be undertaken through pre and post testing, the existing Assessment Schedule including moderation of student work and supported by Teaching and Learning coaches). Teachers to input Guided Reading data to be used at planning and whole school PL for targeted teaching.</p>	<input checked="" type="checkbox"/> Leadership 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
<p>Professional Learning focused on literacy learning improvement and growth with Effective Practice schools participating in the project</p>	<input checked="" type="checkbox"/> Leadership 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
Goal 2	To improve student engagement and agency in learning.			
12 Month Target 2.1	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 to 70 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Differentiated Learning Challenge from 5.2 to 65 or above.</p> <p>To improve the positive endorsement of 4-6 year students for a Differentiated learning challenge from 72% to 90%</p>			

12 Month Target 2.2	To increase the Attitude to School Survey results for Years 4 - 6 Student Voice and Agency to be level with State at 71% from 64%			
KIS 1 Empowering students and building school pride	Build teacher capacity to implement practices that promote student agency & voice (ESBSP)			
Actions	Professional learning will be undertaken by the School Improvement Team with Russ Quiglia to further understand student voice. Professional learning will be facilitated by the leadership team to the whole staff. Organic opportunities for students to understand the responsibility of voice will be planned for and delivered.			
Outcomes	Students will understand the responsibility that comes with voice as a learner. Teachers will plan for students to be active learners using an inquiry delivery model.			
Success Indicators	The ATSS will be reflective of students' understanding of voice and how they have the opportunity to develop the capacity to use skills of communication and collaboration in a realistic context.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students from Foundation to Year 6 will be supported to develop their capacity when using the Learner Assets to independently communicate and collaborate about themselves as learners and advocate for their personalised learning.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Students will have the opportunity to give both summative and formative feedback about their learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Deepen and strengthen staff data literacy to effectively engage students in planning, co-constructing, implementing and evaluating learning, (SEPI)			

Actions	<p>Teachers will work in Professional Learning Teams to collaboratively examine cohort data.</p> <p>Teachers will follow an assessment schedule throughout the year to collect specific data.</p> <p>Teachers will carry out specific tasks in Reading, Writing and Numeracy to be used for whole team moderation.</p> <p>Teachers will continue to display specific data using the data wall in Numeracy, Writing and Reading.</p>			
Outcomes	<p>A decrease in variability will be visible across cohorts.</p> <p>Teachers will plan for a differentiated curriculum focused on the achievement levels of students.</p>			
Success Indicators	<p>Students working in the Top 2 Bands will be maintained from Year 3 - 5.</p> <p>ATSS will see an increase in Stimulated and Differentiated Learning.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assessment tasks will be scheduled and implemented throughout the year.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Moderation will occur throughout the year for all teachers from Foundation to Year 6.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop positive, resilient and connected students across the school.			
12 Month Target 3.1	To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated Learning from 11.3 to 70 or above.			
12 Month Target 3.2	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Sense of Confidence from 62.5 to 80 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Resilience from 58.8 to 70 or above.</p>			

	To increase the Attitude to School Survey Results, percentile for Years 4-6 Respect for Diversity from 24.6 to 50 or above.			
12 Month Target 3.3	By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) school climate module scores for the components, teacher collaboration to have increased from 43.3% (2018) to 86% in (2022).			
KIS 1 Building practice excellence	To deepen a whole school shared understanding of the school vision of excellence in learning and teaching improvement cycle			
Actions	Professional learning will be provided for PLC inquiry. Support for teachers will be provided by the Teaching Partnerships. Teachers will plan collaboratively to ensure consistency and rigor of programs. Teachers will continue to be supported by the Learning Specialists to develop their capacity. Teachers will work with external experts to further develop their capacity – Regional Staff. The introduction of a .6 STEM teacher will increase the focus of creative and critical thinking across Foundation - 6.			
Outcomes	Students will be active and engaged learners. Teachers will further embed the instructional model and instructional practices. Teachers will be focused on the learning goals and success criteria of all lessons actively responding to the individual needs of all students.			
Success Indicators	Students working in the Top 2 Bands will be maintained from Year 3 - 5. The low growth of students will decrease from Years 3 - 5. ATSS will see an increase in Stimulated and Differentiated Learning. Increase in Peer Observations and Collaboration within teaching teams.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The PLC inquiries across all teams will focus on building teaching capacity to deliver a targeted and rigorous program.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Differentiated professional learning will be delivered across the year to support build the capacity of all teachers.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Timetabled professional support from the Teaching Partnership will be timetabled and supported by the School Improvement Team.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building leadership teams	Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice (BLT)			
Actions	<ul style="list-style-type: none"> • Establishment of a collaborative SWPB team. • Identify and develop processes and initiatives to create a safe and orderly environment for all. • Using the information from the Tiered Fidelity Inventory, the SWPB team will continue to implement processes. • Deliver the SAS survey with staff and students to gauge understanding of SWPBS structures. • Student input into positive reinforcements. • Consistent implementation of the KPS Behaviour Flow Chart. 			
Outcomes	Consistent behaviour management strategies across all teaching areas. Common and consistent language focused on the school values and vision.			
Success Indicators	Decrease in negative behaviours recorded on Sentral. Student ATSS will show a decrease in bullying.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

A half Curriculum Day to support teachers understand the framework of the School Wide Positive Behavior initiative.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning to be factored into the terms with the School Wide Positive Behaviour coach to support and inform all staff.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Community information sessions to communicate with the parent community.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$100,000.00	\$67,000.00
Additional Equity funding	\$45,000.00	\$10,000.00
Grand Total	\$145,000.00	\$77,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers and teams will be working with the Teaching Partners to develop capacity in the domain of Reading.	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 <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Consistency of instructional model will be observed during classroom walkthroughs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$2,000.00
Teachers will use the curriculum to plan for and deliver a developmentally sequenced curriculum. The delivery of all teaching and learning will be	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$5,000.00

consistent and involve the student monitoring their progress.	to: Term 4	<input checked="" type="checkbox"/> CRT		
The PLC inquiries across all teams will focus on building teaching capacity to deliver a targeted and rigorous program.	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)	\$45,000.00	\$20,000.00
Differentiated professional learning will be delivered across the year to support and build the capacity of all teachers.	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 <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
Timetabled professional support from the Teaching Partnership will be timetabled and supported by the School Improvement Team.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Totals			\$100,000.00	\$67,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
A .6 STEM teacher has been employed for 2020 to extend and enrich critical and creative thinking. Opportunities for students to further develop engagement as well as 21st century thinking skill will be supported.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$45,000.00	\$10,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets		
Totals			\$45,000.00	\$10,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers and teams will be working with the Teaching Partners to develop capacity in the domain of reading.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Goal setting will target specific reading goals to be track throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Consistency of instructional model will be observed during classroom walkthroughs.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Instructional practices will be observed and a priority during PLC meetings.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>				
<p>Teachers will use the curriculum to plan for and deliver a developmentally sequenced curriculum. The delivery of all teaching and learning will be consistent and involve the student monitoring their progress.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Establish benchmark data including the identification of the specific cohort of students to maintain learning outcomes from Year 3 (2018) to Year 5 (2020).</p> <p>- Administer NAPLAN Reading test 2019- Grade 5 Test (Grade 4 tested Term 4, 2019)</p> <p>- Collate testing results- Fountas and Pinnell benchmarking – decoding and comprehension in Fiction and Non-fiction texts.</p>	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<p>from: Term 1 to: Term 1</p>				

<p>- Teacher Judgement – Vic Curriculum 2019.</p> <p>- Identification of cohort of students in the Top Two Bands (& cusp students) of NAPLAN Reading, Year 3 2018.</p>						
<p>Curriculum Leader/EIL to work with Professional Learning Teams to determine the identified cohort of students' needs through diagnostic data.</p> <p>Teaching and Learning Coaching for the Year 5 Professional Learning team (PLT) to determine specific Key Improvement Strategies to support the identified individual student growth.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1</p> <p>to: Term 3</p>				
<p>Establish monitoring progress through data analysis in PLTs and by individual classroom teachers.</p> <p>To be undertaken through pre and post testing, the existing Assessment Schedule including moderation of student work and supported by Teaching and Learning coaches).</p>	<p><input checked="" type="checkbox"/> Leadership Team</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1</p> <p>to: Term 4</p>				

Teachers to input Guided Reading data to be used at planning and whole school PL for targeted teaching.						
Professional Learning focused on literacy learning improvement and growth with Effective Practice schools participating in the project	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> Off-site Attend Area Literacy PL facilitated by EILS
Students will have the opportunity to give both summative and formative feedback about their learning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site