





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

Community engagement in learning	Building communities	Embedding
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<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build a culture of teacher collaboration through the implementation of Professional Learning Communities
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build teacher capability to use the High Impact Teaching Strategies
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Embed a whole-school approach to the development and assessment of Individual Learning Plans
<b>Goal 3</b>	Improve student outcomes in literacy and numeracy
<b>Target 3.1</b>	<b>Drafting note: please consider specifying a numerical benchmark</b>  By 2023, 85% of students will demonstrate in-band or across-band learning gains in Speaking and Listening, as measured by the Victorian Curriculum.
<b>Target 3.2</b>	<b>Drafting note: please consider specifying a numerical benchmark</b>  By 2023, 85% students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Victorian Curriculum.
<b>Target 3.3</b>	<b>Drafting note: please consider specifying a numerical benchmark</b>  By 2023, 85% of students will demonstrate in-band or across-band learning gains in Reading, as measured by the Victorian Curriculum.

<b>Target 3.4</b>	<p>By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors:</p> <p>Guaranteed and viable curriculum from 57% (2018) to 75%</p> <p>Collective Efficacy from 61% (2018) to 75%</p> <p>Academic Emphasis from 48% (2018) to 75%</p>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	<p>Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.</p>
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	<p>Develop, implement and embed a whole-school approach to formative and summative assessment</p>
<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	<p>Develop a school-wide approach to data collection and analysis to evaluate student learning growth</p>
<b>Goal 4</b>	









By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors: By the end of 2021, the Staff Opinion

Guaranteed and viable curriculum from 57% (2018) to 75%

Collective Efficacy from 61% (2018) to 75%

Academic Emphasis from 48% (2018) to 75%

**Goal 1**





Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	; Learning Specialist(s)	; PLP Priority	from: Term 1 to: Term 4	\$250.00  ; Equity funding will be used
Document plans for coaching/mentoring/observation	; Assistant Principal	; PLP Priority	from: Term 1 to: Term 4	\$0.00  .. Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data	; School Improvement Team	; PLP Priority	from: Term 1 to: Term 4	\$0.00  .. Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Establish a whole school approach to social-emotional learning or belonging and engagement SWPBS Plan how whole school professional learning SWPBS Establish and embed routines and prioritise time in the school day and classes to revisit these regularly Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts			
<b>Outcomes</b>	Teachers will incorporate SWPBS in their classrooms Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing SWPBS			

<b>Success Indicators</b>	Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



<b>Outcomes</b>	Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities
<b>Success Indicators</b>	



	<p>Professional development resources collated: E.g. all power points and handouts from meetings and spotlight on learning. Staff provide feedback to determine where knowledge and capacity has improved each term.</p> <p>Continuous Assessment on SENTRAL- Assessment schedule and examples of classroom assessments used in English.</p> <p>maintained.</p> <p>Teacher Feedback on Staff Opinion Survey</p> <p>Peer observation evaluations and feedback templates completed.</p> <p>Observations of changes to classroom practices</p> <p>Examples of teacher presentations shared in spotlight on learning.</p>
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>A professional learning plan and schedule will be developed each term that is aligned to the schools focus in building a guaranteed and viable curriculum and consistency in practice. This will be achieved through staff meetings, spotlight on learning and curriculum days. (PD tracker will be used to evidence this)</p> <p>Professional learning will be facilitated by instructional leaders in the school or external presenters.</p>	<p>; Assistant Principal</p>	<p>.. PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$250.00</p> <p>.. Equity funding will be used</p>
<p>Develop a scope and sequence of resources and activities for Maths to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.</p>	<p>; Learning Specialist(s)</p>	<p>.. PLP Priority</p>		

to:  
Term 4





<p>Develop a scope and sequence of resources and activities for Maths to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.</p>	<p>; Learning Specialist(s)</p>	<p>..PLP PriorityW*n /Spa</p>	<p>to: Term 4</p>	<p>.. Equity funding will be used</p>
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Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00



Develop curriculum units collaboratively with wellbeing team members	; School Improvement Team	from: Term 1 to: Term 4	; Planning ; Curriculum development ; Formalised PLC/PLTs	; PLC/PLT Meeting	; Internal staff ; High Impact Teaching Strategies (HITS)	; On-site
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	; All Staff	from: Term 1 to: Term 4	; Planning ; Curriculum development ; Formalised PLC/PLTs	; Whole School Pupil Free Day ; Formal School Meeting / Internal Professional		

<p>on learning and curriculum days. (PD tracker will be used to evidence this) Professional learning will be facilitated by instructional leaders in the school or external presenters.</p> <p>Develop a scope and sequence of resources and activities for Maths to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.</p>	<p>; Learning Specialist(s)</p>	<p>from: Term 1 to: Term 4</p>	<p>; Planning ; Curriculum development ; Formalised PLC/PLTs</p>	<p>; PLC/PLT Meeting</p>		