

2019 Annual Implementation Plan

for improving student outcomes

Furlong Park School For Deaf Children (5214)

Furlong Park
School for Deaf Children



Submitted for review by Lee Bullock (School Principal) on 05 February, 2019 at 10:48 AM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 05 February, 2019 at 11:34 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>2018 was a year of significant change at Furlong Park School for Deaf Children. This was due to several important factors, including:</p> <ul style="list-style-type: none"> - A new principal appointed, who implemented professional learning communities across the school and improved access to ICT resources and training. - In-school professional development throughout the year directly linked to the FISO model, and teachers were more reflective of their practice through PLC inquiry cycles and an increase in teacher collaboration. - School and parent partnerships became stronger due to the establishment of interactive resources such as Seesaw and Compass. - The SWPBS continued to develop and gain momentum, with the introduction of positive behaviour plans for at-risk students and professional development opportunities for the Wellbeing Team. - A new school vision statement and motto were created in collaboration with all staff members, leading to a renewed sense of purpose and direction.
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<p>Considerations for 2020</p>	<p>Considerations for 2019:</p> <p>The School Strategic Plan (2016-2019) was rewritten with the appointment of a new principal at the end of 2017. The school will continue with the goals of this new SSP and look forward to their review in Term Three 2019. Some of our SSP targets have not only been achieved, but surpassed, in particular XXXXXXXXXXXXXXXX, and new targets have now been set for these. Upon reflection, many of our partially met goals provide us the direction for 2019.</p> <p>Strategies to achieve our 2019 goals:</p> <ul style="list-style-type: none"> - There will be an enhanced focus and expectation on integration of ICT use throughout all curriculum areas - Strengthening of the SWPBS program due to the planned completion of the Tiered Fidelity Inventory with SWPBS Coach and redeveloping the Behaviour Matrix for explicit teaching throughout the school - A Leading Teacher has been appointed for the curriculum and assessment portfolio - PLTs will meet weekly rather than approx. 3-4 times per term, which is expected to result in improved collaboration, professional discussion, reflective practice and inquiry cycles - Teachers will plan during designated times with a colleague this year, rather than independently, with the support of the Leading Teacher - A Guaranteed and Viable Curriculum will be investigated and developed with a consultant to impact the effectiveness of teaching and planning - Data walls will be investigated and implemented to strengthen student monitoring and shared responsibility of student achievement
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve individual student learning growth in a culture of high expectations
Target 1.1	<ul style="list-style-type: none"> • 85% of students will achieve their ILP goals and growth in the areas of English, Mathematics and Personal and Social Capabilities • ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics and Personal and Social Capabilities. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Academic Emphasis will increase from 69.2% to 75% by 2019. • Data Analysis will increase from 36.4% to 45% by 2019. • Collective efficacy will increase from 73.% to 85% by 2019. • Professional learning through peer observation will increase from 45.5% to 55% by 2019. • Instructional leadership will increase from 77.6% in 2017 to 83% in 2019.
Key Improvement Strategy 1.a Building practice excellence	Develop highly effective Professional Learning Communities across the school
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to confidently align and differentiate their planning and instruction with the Victorian Curriculum
Goal 2	To improve student, parent and the school community engagement in learning
Target 2.1	Increase the participation rate of parent and school community attendance to Auslan classes from 8 in 2017 to 12 in 2019 Parent attendance at SSG will increase from 68% in 2017 to 75% in 2019
Key Improvement Strategy 2.a Building communities	Improve the connections between parents, students and staff.

Goal 3	To develop a safe, calm and orderly learning environment
Target 3.1	<p>Reduction of the number of office referrals from an average of 23 per term to 18 per term in 2019. Average student absences will decrease from 32 days in 2017 to 28 days in 2019.</p> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Staff Psychological safety will increase from 83.8 to 89% by 2019
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	Embed Positive Behaviour Support throughout the school.

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 individual student learning growth in a culture of high expectations	Yes	<ul style="list-style-type: none"> • 85% of students will achieve their ILP goals and growth in the areas of English, Mathematics and Personal and Social Capabilities • ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics and Personal and Social Capabilities. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Academic Emphasis will increase from 69.2% to 75% by 2019. • Data Analysis will increase from 36.4% to 45% by 2019. • Collective efficacy will increase from 73.% to 85% by 2019. • Professional learning through peer observation will increase from 45.5% to 55% by 2019. • Instructional leadership will increase from 77.6% in 2017 to 83% in 2019. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> • 85% of students will achieve their ILP goals and growth in the areas of English, Mathematics and Personal and Social Capabilities . • ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics and Personal and Social Capabilities. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Academic Emphasis will increase from 63.5 in 2018 to 75% by 2019. • Data Analysis will increase from 60% in 2018 to 65% by 2019. • Collective efficacy will increase from 75.6 in 2018 to 85% by 2019. • Professional learning through peer observation will increase from 20% in 2018 to 55% by 2019. • Instructional leadership will increase from 64.3 in 2018 to 83% in 2019.
To improve student, parent and the school community engagement in learning	Yes	<p>Increase the participation rate of parent and school community attendance to Auslan classes from 8 in 2017 to 12 in 2019</p> <p>Parent attendance at SSG will increase from 68% in 2017 to 75% in 2019</p>	<p>Increase the participation rate of parent and school community attendance to Auslan classes from 6 in 2018 to 12 in</p>

			2019 Parent attendance at SSG will increase from 95 in 2018 to 98% in 2019
To develop a safe, calm and orderly learning environment	Yes	Reduction of the number of office referrals from an average of 23 per term to 18 per term in 2019. Average student absences will decrease from 32 days in 2017 to 28 days in 2019. Staff Opinion Survey <ul style="list-style-type: none"> Staff Psychological safety will increase from 83.8 to 89% by 2019 	Reduction of the number of office referrals from an average of 29 per term to 18 per term in 2019. Average student absences will decrease from 25.4 days in 2018 to 28 days in 2019. Staff Opinion Survey <ul style="list-style-type: none"> Staff Psychological safety will increase from 82.5% to 89% by 2019

Goal 1	To improve individual student learning growth in a culture of high expectations		
12 Month Target 1.1	<ul style="list-style-type: none"> 85% of students will achieve their ILP goals and growth in the areas of English, Mathematics and Personal and Social Capabilities . ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics and Personal and Social Capabilities. Staff Opinion Survey <ul style="list-style-type: none"> Academic Emphasis will increase from 63.5 in 2018 to 75% by 2019. Data Analysis will increase from 60% in 2018 to 65% by 2019. Collective efficacy will increase from 75.6 in 2018 to 85% by 2019. Professional learning through peer observation will increase from 20% in 2018 to 55% by 2019. Instructional leadership will increase from 64.3 in 2018 to 83% in 2019. 		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1	Develop highly effective Professional Learning Communities across the school		Yes

Building practice excellence		
KIS 2 Building practice excellence	Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy	Yes
KIS 3 Building practice excellence	Build teacher capacity to confidently align and differentiate their planning and instruction with the Victorian Curriculum	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>These Key Improvement Strategies were selected again for 2019 as, when completing the 2018 Annual Implementation Plan self-evaluation, it was identified that we were still emerging in our development and success in regards to these foci. In particular, while 2018 saw the implementation of Professional Learning Communities, it is still an area that needs to evolve; largely due to training new and existing staff and allowing more time in the staff timetable for collaboration. It has also been recognised that building teacher skills in collecting and using data to track and monitor student growth (KIS 2) will positively impact the effectiveness of Professional Learning Communities.</p> <p>School-wide data has demonstrated that we have not met all percentage targets identified in the School Strategic Plan across the curriculum areas of Literacy, Numeracy and Personal and Social Capabilities, thus maintaining the relevance of KIS 2 and 3 (building teacher capacity to align and differentiate planning and instruction with the Victorian Curriculum, and ability to collect and use data to track and monitor student growth). Additionally, when reflecting on the actions outlined in the previous AIP relating to these KIS, there are areas of need that were previously identified that are not consistently evident in the teaching across the school.</p> <p>Through data analysis, including semester reports and Victorian Curriculum levels, Literacy has been identified as an area requiring particular attention, in terms of teacher capacity to plan and engage. The key area of language and literacy presents the greatest challenge for our students as they are deaf and hard of hearing. Many of our students arrive at our school without a first language, therefore this issue will always require our attention.</p>	
Goal 2	To improve student, parent and the school community engagement in learning	
12 Month Target 2.1	Increase the participation rate of parent and school community attendance to Auslan classes from 6 in 2018 to 12 in 2019 Parent attendance at SSG will increase from 95 in 2018 to 98% in 2019	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Improve the connections between parents, students and staff.	Yes

Building communities		
<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>This Key Improvement Strategy is an important focus for our school due to the specific communication and socialisation needs of our students. Many of the students do not share the same language with their parents, which results in students not being able to communicate basic thoughts and feelings or descriptions of their day. Parents are often not able to communicate basic expectations for behaviour and general family discussions such as, family members' names. Due to this, the school plays a vital part of not only connecting the school community to parents, but also the parents to their children. We celebrated the rise in parent attendance at Student Support Group meetings, which increased from 68% in 2017 to 95% in 2018; a target we aim to maintain in 2019.</p> <p>2018 saw the introduction of Seesaw, which connected families via an app, to photos and videos of their child. The majority of parents joined Seesaw and engaged with the media uploaded by teachers. The positive response from parents has motivated the teachers to develop a consistent approach of how to use Seesaw in 2019, along with exploring the full potential of its functions.</p> <p>Compass was established in 2018 which enabled parents to be automatically contacted via text message daily to confirm student absences. However, as with Seesaw, we look forward to connecting parents to many more features available in Compass.</p> <p>Parent engagement, particularly with the Parent Auslan education program, is crucial for assisting students and their families to build stronger communicative and connective relationships. Although a dedicated effort was made to maintain this program, it was identified during the self-evaluation process that parent attendance did not reach the desired amount for the 2018 target, therefore remaining a priority for 2019.</p>	
Goal 3	To develop a safe, calm and orderly learning environment	
12 Month Target 3.1	<p>Reduction of the number of office referrals from an average of 29 per term to 18 per term in 2019. Average student absences will decrease from 25.4 days in 2018 to 28 days in 2019.</p> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Staff Psychological safety will increase from 82.5% to 89% by 2019 	
Key Improvement Strategies		Is this KIS selected for focus this year?
<p>KIS 1 Empowering students and building school pride</p>	Embed Positive Behaviour Support throughout the school.	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.

In 2018 we continued developing our PBS program, which was established within Furlong Park a number of years ago. The focus of the PBS team last year was working alongside the Brimbank/Melton SWPBS coach to guide the well-being coordinators in auditing the already established program and looking ahead to further work that needs to be accomplished to achieve recognition as a PBS school. This was done by small group coaching and attending a two day professional development workshop. In 2019 we are looking forward to using our professional learning to implement change and enhance the effectiveness of our program, such as completing the Tiered Fidelity Inventory and Behaviour Matrix. The KIS has been re-selected as we are still aiming to achieve the targets identified in the previous AIP or the current SSG regarding the reduction of student behavioural office referrals per term and the improvement of staff safety as identified within the staff opinion survey. Reviewing this data, along with student opinion survey data and the amount and type of student referrals to the PBS Team, has led to determining the need for further improvement of the Positive Behaviour Support program currently embedded within the school.

Define Actions, Outcomes and Activities

Goal 1	To improve individual student learning growth in a culture of high expectations
12 Month Target 1.1	<ul style="list-style-type: none"> • 85% of students will achieve their ILP goals and growth in the areas of English, Mathematics and Personal and Social Capabilities . • ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics and Personal and Social Capabilities. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Academic Emphasis will increase from 63.5 in 2018 to 75% by 2019. • Data Analysis will increase from 60% in 2018 to 65% by 2019. • Collective efficacy will increase from 75.6 in 2018 to 85% by 2019. • Professional learning through peer observation will increase from 20% in 2018 to 55% by 2019. • Instructional leadership will increase from 64.3 in 2018 to 83% in 2019.
KIS 1 Building practice excellence	Develop highly effective Professional Learning Communities across the school
Actions	Develop collaborative teams to plan effectively, measure and evaluate impact of teaching on student learning. Develop capacity of teachers to use and interpret data to improve teaching.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be engaged in their learning and show achievement throughout the curriculum - be catered to depending on their individual needs - be exposed to high impact teaching strategies <p>Teachers will:</p> <ul style="list-style-type: none"> - Plan collaboratively in teams, rather than independently - Improve the collective efficacy of the staff through shared responsibility of students - Continually reflect on their own teaching strategies and discuss these within teams - Use appropriate data to inform planning and teaching and track student growth - Link their Professional Development Plan (PDP) with AIP goals - Develop and follow protocols for effectively working within a Professional Learning Team (PLT) - Participate in teaching observations

	Leaders will: <ul style="list-style-type: none"> - Monitor and support planning and teaching process through team meetings and reviewing planners - Develop structures and provide resources to support PLTs - Provide professional learning - Facilitate a teaching observation process - Build capacity in data collection and analysis skills - Provide feedback to and monitor individuals and teams 			
Success Indicators	<ul style="list-style-type: none"> - Team and PLC meeting minutes - Teaching plans - Videos of staff professional discussions - Data wall - Staff and student opinion survey results - Student achievement levels 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Train, support and resource PLT leaders and PLTs	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Each PLT completes a cycle of inquiry on a learning task to measure impact	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Use the Maturity Matrix to benchmark PLC progress	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy			

Building practice excellence				
Actions	Build consistency in the use of data			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Have personalised learning goals - Partake in a variety of formative and summative assessments <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop their understanding of purposeful data and its effective implementation within the teaching and learning cycle - Use data to inform teaching and practice - Use data to identify individual needs and allocate resources and support - Monitor student growth - Use data to male and discuss links between teaching practice and student learning within PLTs - Use student growth to determine focus for areas of teaching strategy improvement - Work collaboratively to develop strategies to ensure growth for every student <p>Leaders will:</p> <ul style="list-style-type: none"> - Facilitate and monitor the implementation of the agreed assessment tools - Provide professional learning to build teacher capacity surrounding data - Evaluate and monitor student growth (including via the use of data walls) and teacher impact 			
Success Indicators	<ul style="list-style-type: none"> - Data wall - Student achievement levels - Teaching plans - Videos of staff professional discussions - Team and PLC meeting minutes - Data collection within each classroom - Judgement Tool 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate and implement assessment tools for consistency in teacher judgements, e.g judgement tool, writing moderation.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Review and refine the assessment schedule	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in professional learning to build capacity in collecting and analysing data	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a data wall to track student progress in English and Numeracy	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
Engage in professional learning to develop capacity to assess reading levels	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Build teacher capacity to confidently align and differentiate their planning and instruction with the Victorian Curriculum			
Actions	Develop weekly and term planning and curriculum documentation that incorporates the Victorian Curriculum.			
Outcomes	Students will: - receive targeted instruction based on their learning style and need - demonstrate engagement in the learning program			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - differentiate their teaching - be familiar with and use the Victorian Curriculum Standards - incorporate the Victorian Curriculum within their planning documentation - include 'non-negotiable' aspects as agreed upon by the leadership team and teaching staff, such as learning intentions, within their planning documentation - provide evidence based feedback to students, parents, PLT and PLC - adhere to planning timelines <p>Leaders will:</p> <ul style="list-style-type: none"> - facilitate professional learning for teams - investigate and provide staff with curriculum overview options - monitor curriculum plans, assessment and reporting - support team planning with the leading teacher role 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum planning (term and weekly) - Student achievement outcomes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage in professional learning opportunities	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Redesign and implement term planning documentation and expectations	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Work with an educational consultant to develop a Guaranteed and Viable Curriculum	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$8,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Increase skill to incorporate ICT throughout curriculum planning and teaching (via iPad training)	<input checked="" type="checkbox"/> Teacher(s)	<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 2	To improve student, parent and the school community engagement in learning			
12 Month Target 2.1	Increase the participation rate of parent and school community attendance to Auslan classes from 6 in 2018 to 12 in 2019 Parent attendance at SSG will increase from 95 in 2018 to 98% in 2019			
KIS 1 Building communities	Improve the connections between parents, students and staff.			
Actions	Develop effective ways to enhance communication between school and parents Develop effective ways children can communicate their learning to parents			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - communicate with their parents via Seesaw - see parents monitoring and commenting on their work - see the photo gallery of school events on the school's website <p>Teachers will:</p> <ul style="list-style-type: none"> - use Compass to liaise with parents - see an increase in SSG meeting attendance - see and interact with parents commenting on student's work <p>Leaders will:</p> <ul style="list-style-type: none"> - support the implementation of Compass - provide professional development on using community engagement resources such as Compass and Seesaw - Facilitate the development of protocol surround use of community engagement resources 			

	- monitor improvement in parent participation in school events and resources			
Success Indicators	<ul style="list-style-type: none"> - Growth in use of Seesaw (usage graphs accessible on Seesaw) - Growth in use of Compass - SSG meeting attendance data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maintain school website to show current information	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Establish and develop parental use of Compass	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate and develop a new reporting system	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create protocols for teacher and student use of Seesaw	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop a safe, calm and orderly learning environment			

12 Month Target 3.1	<p>Reduction of the number of office referrals from an average of 29 per term to 18 per term in 2019. Average student absences will decrease from 25.4 days in 2018 to 28 days in 2019.</p> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Staff Psychological safety will increase from 82.5% to 89% by 2019
KIS 1 Empowering students and building school pride	<p>Embed Positive Behaviour Support throughout the school.</p>
Actions	<p>Develop a consistent approach to the implementation of PBS across the school</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be more engaged in their learning - self-regulate their behaviour - support each other in managing conflict - be more consistent with attendance - understand and demonstrate the school's PBS values <p>Teachers will:</p> <ul style="list-style-type: none"> - see a reduction in behaviours needing to be referred to leadership - see students more engaged in their learning - explicitly and consistently teach the school's PBS values - use visual stimuli to support PBS strategies - reinforce positive behaviour in a proactive manner - form a larger PBS team <p>Leaders will:</p> <ul style="list-style-type: none"> - monitor data relating to student behaviour - provide professional learning for staff - reinforce PBS strategies when managing student office referrals - evaluate the impact of PBS strategies - Facilitate and be involved within the development of a larger PBS team with defined roles for each member - monitor attendance data and evaluate the impact of improvement strategies

Success Indicators	<ul style="list-style-type: none"> - Attendance data - Office referral data - PBS Team minutes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create a PBS team with clear roles and responsibilities for each member	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
PBS team to engage in professional development, including working with a School-wide Positive Behaviour Support Coach	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to complete the Online Challenging Behaviour modules	<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
Complete Tiered Fidelity Inventory	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Redevelop the SWPBS Behaviour Matrix	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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	\$41,000.00	\$38,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$41,000.00	\$38,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Train, support and resource PLT leaders and PLTs	from: Term 1 to: Term 4		\$4,000.00	\$3,000.00
Investigate and implement assessment tools for consistency in teacher judgements, e.g judgement tool, writing moderation.	from: Term 1 to: Term 3		\$1,000.00	\$1,000.00
Participate in professional learning to build capacity in collecting and analysing data	from: Term 1 to: Term 4		\$2,000.00	\$2,000.00
Engage in professional learning to develop capacity to assess reading levels	from: Term 1 to: Term 2		\$1,000.00	\$1,000.00

Engage in professional learning opportunities	from: Term 1 to: Term 4		\$3,000.00	\$3,000.00
Redesign and implement term planning documentation and expectations	from: Term 1 to: Term 3		\$3,000.00	\$2,000.00
Work with an educational consultant to develop a Guaranteed and Viable Curriculum	from: Term 1 to: Term 4		\$8,000.00	\$8,000.00
Increase skill to incorporate ICT throughout curriculum planning and teaching (via iPad training)	from: Term 1 to: Term 4		\$10,000.00	\$10,000.00
Establish and develop parental use of Compass	from: Term 1 to: Term 3		\$2,000.00	\$1,000.00
Investigate and develop a new reporting system	from: Term 1 to: Term 4		\$2,000.00	\$2,000.00
PBS team to engage in professional development, including working with a School-wide Positive Behaviour Support Coach	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Totals			\$41,000.00	\$38,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Train, support and resource PLT leaders and PLTs	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<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"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Each PLT completes a cycle of inquiry on a learning task to measure impact	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Maria Claridge	<input checked="" type="checkbox"/> On-site
Use the Maturity Matrix to benchmark PLC progress	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Maria Claridge	<input checked="" type="checkbox"/> On-site
Investigate and implement assessment tools for consistency in teacher judgements, e.g judgement tool, writing moderation.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Review and refine the assessment schedule	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <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"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participate in professional learning to build capacity in collecting and analysing data	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow data literacy course
Develop a data wall to track student progress in English and Numeracy	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Examples of other school's data walls	<input checked="" type="checkbox"/> On-site
Engage in professional learning to develop capacity to assess reading levels	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Engage in professional learning opportunities	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Redesign and implement term planning documentation and expectations	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Work with an educational consultant to develop a Guaranteed and Viable Curriculum	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Chris Egan	<input checked="" type="checkbox"/> On-site
Increase skill to incorporate ICT throughout curriculum planning and teaching (via iPad training)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Laura from iPad training program	<input checked="" type="checkbox"/> On-site
Maintain school website to show current information	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish and develop parental use of Compass	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Compass consultants	<input checked="" type="checkbox"/> On-site
Investigate and develop a new reporting system	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team		<input checked="" type="checkbox"/> Internal staff	
Create protocols for teacher and student use of Seesaw	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Create a PBS team with clear roles and responsibilities for each member	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PBS team to engage in professional development, including working with a School-wide Positive Behaviour Support Coach	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Coach - Shaun Faulkhead	<input checked="" type="checkbox"/> On-site
Staff to complete the Online Challenging Behaviour modules	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Complete Tiered Fidelity Inventory	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Coach - Shaun Faulkhead	<input checked="" type="checkbox"/> On-site

Redevelop the SWPBS Behaviour Matrix	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS coach - Shaun Faulkhead	<input checked="" type="checkbox"/> On-site
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