

2021 Annual Implementation Plan

for improving student outcomes

Hazelwood North Primary School (2382)



Submitted for review by Gillian Connolly (School Principal) on 24 March, 2021 at 12:05 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 24 March, 2021 at 12:54 PM
Endorsed by Adam Leslie (School Council President) on 25 March, 2021 at 09:28 AM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	Self-evaluation was based on the one completed for the 2020 review. The leadership team have revised using the new model to reflect where our school is based on the evidence from the review.
Considerations for 2021	Consistency of practices across the school in all areas (learning and behaviour). Communication with parents to ensure we are reaching all families - moving to Sentral Using PLCs to track student learning and teacher practices Make links between data and what this means for teacher practice and ways to improve
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve learning growth for all students with an emphasis on high achievement.
Target 2.1	<p>Increase the percentage of students achieving in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 reading from 45% in 2019 to 55% in 2024, and in numeracy from 21% in 2019 to 31% in 2024 • Year 5 reading from 24% in 2019 to 38% in 2024, and in numeracy from 10% in 2019 to 20% in 2024.
Target 2.2	<p>Increase the percentage of Year 5 students assessed with ‘Above Benchmark Growth’ in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> • reading from 19% in 2019 to 25% in 2024 • writing from 19% in 2019 to 25% in 2024 • numeracy from 9% in 2019 to 18% in 2024.

Target 2.3	<p>Increase the percentage mean of students in Years 1 -6 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 63% in 2019 to 70% in 2024 • writing from 55% in 2019 to 60% in 2024 • number & algebra from 57% in 2019 to 60% in 2024.
Key Improvement Strategy 2.a Building practice excellence	Embed a whole-school approach to reading incorporating an evidence-based approach to the teaching of phonics and phonemic awareness.
Key Improvement Strategy 2.b Evaluating impact on learning	Utilize professional learning community practices, including the FISO Improvement Cycle, to establish and embed consistent approaches to assessment that drive teacher planning, differentiation and targeted teaching
Key Improvement Strategy 2.c Instructional and shared leadership	Build the capabilities of school leaders to improve student outcomes by embedding a whole-school culture of collaborative and accountable teaching teams.
Goal 3	All students are engaged in a safe and inclusive learning environment
Target 3.1	<p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Advocate at school from 91% in 2019 to 94% in 2024 • Effective classroom behaviour from 81% in 2019 to 86% in 2024 • Resilience from 84% in 2019 to 89% in 2024 • Sense of inclusion from 91% in 2019 to 94% in 2024 • Not experiencing bullying from 86% in 2019 to 91% in 2024 • Managing bullying from 88% in 2019 to 93% in 2024

	<ul style="list-style-type: none"> • Respect for diversity from 81% in 2019 to 86% in 2024.
Target 3.2	<p>Parent Opinion Survey - Increase the percentage of positive responses in the student development factors of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 48% in 2019 to 53% in 2024 • Managing bullying from 62% in 2019 to 67% in 2024 • Non-experience of bullying from 46% in 2019 to 57% in 2024 • Respect for diversity from 62% in 2019 to 70% in 2024.
Target 3.3	<p>School Staff Survey - Increase the whole- school component mean scores in:</p> <ul style="list-style-type: none"> • Collective responsibility from 85% in 2019 to 90% in 2024 (Staff Climate survey) • Staff professional safety from 50% in 2019 to 60% in 2024 (Component survey) • Staff psychological safety from 60% in 2019 to 70% in 2024 (Component survey).
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and document positive, pro-social and inclusive student behaviours using evidence-based frameworks.
Key Improvement Strategy 3.b Health and wellbeing	Ensure the learning, wellbeing and engagement of students is informed by evidence and the effective use of a centralised data management system.
Goal 4	Support all students to be active agents in their learning.
Target 4.1	Attitudes to School Survey - Increase the percentage of positive responses for the following factors

	<ul style="list-style-type: none"> • Student voice and agency from 74% in 2019 to 79% in 2024 • Sense of connectedness from 83% in 2019 to 88% in 2024 • Differentiated learning challenge from 93% in 2019 to 95% in 2024 • Self-regulation and goal setting from 88% in 2019 to 93% in 2024.
Target 4.2	<p>Parent Opinion Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 82% in 2019 to 87% in 2024 • Student motivation and support from 69% in 2019 to 74% in 2024 • Stimulating learning environment from 74% in 2019 to 79% in 2024.
Target 4.3	<p>Staff Opinion Survey - Increase the percentage of positive responses to the Collective focus on student learning factor from 91% in 2019 to 95% in 2024.</p>
Key Improvement Strategy 4.a Empowering students and building school pride	<p>Develop and document strategies that empower students to take responsibility and ownership of their learning utilising class and individual goal setting incorporating teacher and peer feedback.</p>
Key Improvement Strategy 4.b Building practice excellence	<p>Build teacher capabilities to develop self-directed learners with targeted whole-school professional learning.</p>
Key Improvement Strategy 4.c Empowering students and building school pride	<p>Increase the opportunities for student leaders to have input into school decision making and curriculum planning.</p>

Goal 5	Build student connectedness to the school and engagement with the wider school community.
Target 5.1	Attitudes to School Survey Increase the percentage of positive responses in the Sense of Connectedness factor from 83% to 88%
Target 5.2	Parent Opinion Survey – Increase the percentage of positive responses for the following factors: <ul style="list-style-type: none"> • Parent participation and involvement from 59% to 64% • Teacher communication from 69% in 2019 to 74% in 2024 • School support from 56% in 2019 to 61% in 2024 • School improvement 58% in 2019 to 63% in 2024 • School connectedness 90% from in 2019 to 95% in 2024.
Target 5.3	Staff Opinion Survey - Increase the percentage of positive responses for the following factors: <ul style="list-style-type: none"> • Parent and community involvement from 72% in 2019 to 77% in 2024 • Trust in students and parents from 67% in 2019 to 67% in 2024.
Key Improvement Strategy 5.a Parents and carers as partners	Develop and document structures to build family engagement in student learning with a focus on effective home/school partnerships
Key Improvement Strategy 5.b Parents and carers as partners	Instil a sense of school pride and community connectedness by embedding the school's vision and values into all areas of the curriculum.
Key Improvement Strategy 5.c	Establish a community engagement team to organize activities to increase family engagement.

Building communities

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students achieving in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 reading from 45% in 2019 to 48% in 2021 • Year 5 reading from 24% in 2019 to 28% in 2021 <p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> • reading from 19% in 2019 to 21% in 2021 • writing from 19% in 2019 to 21% in 2021 <p>Increase the percentage mean of students in Years 1 -6 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 63% in 2019 to 65% in 2021 • writing from 55% in 2019 to 56% in 2021

			<p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Advocate at school from 91% in 2019 to 92% in 2021 • Effective classroom behaviour from 81% in 2019 to 82% in 2021 • Resilience from 84% in 2019 to 86% in 2021 • Sense of inclusion from 91% in 2019 to 92% in 2021 • Not experiencing bullying from 86% in 2019 to 87% in 2021 • Managing bullying from 88% in 2019 to 89% in 2021 • Respect for diversity from 81% in 2019 to 83% in 2021. <p>Parent Opinion Survey - Increase the percentage of positive responses in the student development factors of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 48% in 2019 to 49% in 2021 • Managing bullying from 62% in 2019 to 64% in 2021 • Non-experience of bullying from 46% in 2019 to 49% in 2021 • Respect for diversity from 62% in 2019 to 64% in 2021. <p>School Staff Survey - Increase the whole-school component mean scores in:</p> <ul style="list-style-type: none"> • Collective responsibility from 85% in 2019 to 87% in 2024 (Staff Climate survey) • Staff professional safety from 50% in 2019 to 53% in 2024 (Component
--	--	--	--

			<p>survey)</p> <ul style="list-style-type: none"> • Staff psychological safety from 60% in 2019 to 63% in 2024 (Component survey).
<p>Improve learning growth for all students with an emphasis on high achievement.</p>	<p>No</p>	<p>Increase the percentage of students achieving in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 reading from 45% in 2019 to 55% in 2024, and in numeracy from 21% in 2019 to 31% in 2024 • Year 5 reading from 24% in 2019 to 38% in 2024, and in numeracy from 10% in 2019 to 20% in 2024. 	
		<p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> • reading from 19% in 2019 to 25% in 2024 • writing from 19% in 2019 to 25% in 2024 • numeracy from 9% in 2019 to 18% in 2024. 	
		<p>Increase the percentage mean of students in Years 1 -6 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 63% in 2019 to 70% in 2024 • writing from 55% in 2019 to 60% in 2024 	

		<ul style="list-style-type: none"> • number & algebra from 57% in 2019 to 60% in 2024. 	
All students are engaged in a safe and inclusive learning environment	No	<p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Advocate at school from 91% in 2019 to 94% in 2024 • Effective classroom behaviour from 81% in 2019 to 86% in 2024 • Resilience from 84% in 2019 to 89% in 2024 • Sense of inclusion from 91% in 2019 to 94% in 2024 • Not experiencing bullying from 86% in 2019 to 91% in 2024 • Managing bullying from 88% in 2019 to 93% in 2024 • Respect for diversity from 81% in 2019 to 86% in 2024. 	
		<p>Parent Opinion Survey - Increase the percentage of positive responses in the student development factors of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 48% in 2019 to 53% in 2024 • Managing bullying from 62% in 2019 to 67% in 2024 • Non-experience of bullying from 46% in 2019 to 57% in 2024 • Respect for diversity from 62% in 2019 to 70% in 2024. 	

		<p>School Staff Survey - Increase the whole- school component mean scores in:</p> <ul style="list-style-type: none"> • Collective responsibility from 85% in 2019 to 90% in 2024 (Staff Climate survey) • Staff professional safety from 50% in 2019 to 60% in 2024 (Component survey) • Staff psychological safety from 60% in 2019 to 70% in 2024 (Component survey). 	
Support all students to be active agents in their learning.	No	<p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors</p> <ul style="list-style-type: none"> • Student voice and agency from 74% in 2019 to 79% in 2024 • Sense of connectedness from 83% in 2019 to 88% in 2024 • Differentiated learning challenge from 93% in 2019 to 95% in 2024 • Self-regulation and goal setting from 88% in 2019 to 93% in 2024. 	
		<p>Parent Opinion Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 82% in 2019 to 87% in 2024 	

		<ul style="list-style-type: none"> • Student motivation and support from 69% in 2019 to 74% in 2024 • Stimulating learning environment from 74% in 2019 to 79% in 2024. 	
		Staff Opinion Survey - Increase the percentage of positive responses to the Collective focus on student learning factor from 91% in 2019 to 95% in 2024.	
Build student connectedness to the school and engagement with the wider school community.	No	Attitudes to School Survey Increase the percentage of positive responses in the Sense of Connectedness factor from 83% to 88%	
		Parent Opinion Survey – Increase the percentage of positive responses for the following factors: <ul style="list-style-type: none"> • Parent participation and involvement from 59% to 64% • Teacher communication from 69% in 2019 to 74% in 2024 • School support from 56% in 2019 to 61% in 2024 • School improvement 58% in 2019 to 63% in 2024 • School connectedness 90% from in 2019 to 95% in 2024. 	

		<p>Staff Opinion Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 72% in 2019 to 77% in 2024 • Trust in students and parents from 67% in 2019 to 67% in 2024. 	

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>Increase the percentage of students achieving in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 reading from 45% in 2019 to 48% in 2021 • Year 5 reading from 24% in 2019 to 28% in 2021 <p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> • reading from 19% in 2019 to 21% in 2021 • writing from 19% in 2019 to 21% in 2021 <p>Increase the percentage mean of students in Years 1 -6 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 63% in 2019 to 65% in 2021 • writing from 55% in 2019 to 56% in 2021 <p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Advocate at school from 91% in 2019 to 92% in 2021 • Effective classroom behaviour from 81% in 2019 to 82% in 2021 • Resilience from 84% in 2019 to 86% in 2021 • Sense of inclusion from 91% in 2019 to 92% in 2021

	<ul style="list-style-type: none"> • Not experiencing bullying from 86% in 2019 to 87% in 2021 • Managing bullying from 88% in 2019 to 89% in 2021 • Respect for diversity from 81% in 2019 to 83% in 2021. <p>Parent Opinion Survey - Increase the percentage of positive responses in the student development factors of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 48% in 2019 to 49% in 2021 • Managing bullying from 62% in 2019 to 64% in 2021 • Non-experience of bullying from 46% in 2019 to 49% in 2021 • Respect for diversity from 62% in 2019 to 64% in 2021. <p>School Staff Survey - Increase the whole- school component mean scores in:</p> <ul style="list-style-type: none"> • Collective responsibility from 85% in 2019 to 87% in 2024 (Staff Climate survey) • Staff professional safety from 50% in 2019 to 53% in 2024 (Component survey) • Staff psychological safety from 60% in 2019 to 63% in 2024 (Component survey). 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Selected as required to by the Department of Education and Training. Actions will be tied in with our School Strategic Plan and school review recommendations.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Increase the percentage of students achieving in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 reading from 45% in 2019 to 48% in 2021 • Year 5 reading from 24% in 2019 to 28% in 2021 <p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> • reading from 19% in 2019 to 21% in 2021 • writing from 19% in 2019 to 21% in 2021 <p>Increase the percentage mean of students in Years 1 -6 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 63% in 2019 to 65% in 2021 • writing from 55% in 2019 to 56% in 2021 <p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Advocate at school from 91% in 2019 to 92% in 2021 • Effective classroom behaviour from 81% in 2019 to 82% in 2021 • Resilience from 84% in 2019 to 86% in 2021 • Sense of inclusion from 91% in 2019 to 92% in 2021 • Not experiencing bullying from 86% in 2019 to 87% in 2021 • Managing bullying from 88% in 2019 to 89% in 2021 • Respect for diversity from 81% in 2019 to 83% in 2021. <p>Parent Opinion Survey - Increase the percentage of positive responses in the student development factors of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 48% in 2019 to 49% in 2021 • Managing bullying from 62% in 2019 to 64% in 2021 • Non-experience of bullying from 46% in 2019 to 49% in 2021 • Respect for diversity from 62% in 2019 to 64% in 2021. <p>School Staff Survey - Increase the whole- school component mean scores in:</p> <ul style="list-style-type: none"> • Collective responsibility from 85% in 2019 to 87% in 2024 (Staff Climate survey) • Staff professional safety from 50% in 2019 to 53% in 2024 (Component survey)

	<ul style="list-style-type: none"> Staff psychological safety from 60% in 2019 to 63% in 2024 (Component survey).
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> Strategic Plan Goal 1; KIS 1b - Utilize professional learning community practices, including the FISO Improvement Cycle, to establish and embed consistent approaches to assessment that drive teacher planning, differentiation and targeted teaching. Strategic Plan Goal 1; KIS 1a - Embed a whole-school approach to reading incorporating an evidence-based approach to the teaching of phonics and phonemic awareness. <p>ACTIONS:</p> <ul style="list-style-type: none"> Dedicated PLC times for teams, units and whole school with support by Learning Specialist in learning processes and improvement cycle. <ul style="list-style-type: none"> Ensure consistency of PLC Practices in line with whole school goals and direction Targeted focus on reading and a collective ownership of students Peer Coaching on approaches to assessment that informs teacher planning, differentiation and targeted teaching Teachers to undertake PLC training Tutoring Learning Initiative for students assessed as below level and making low to zero growth in 2020. Additional intervention provided by ES for identified students. School Improvement Partnership – to investigate a whole school approach to reading including phonics
Outcomes	<p>Staff Doing</p> <ul style="list-style-type: none"> Planning is informed by assessment data Delivering consistent learning that is research based and reviewed through coaching & PLC processes. Take active role in PLCs, and in the learning/training organized regarding formative assessment Apply their learning of formative assessment and use the FISO Improvement Cycle in weekly planning Share understandings and misconceptions with all staff, to help each other learn Communicate/promote to parents/carers the extra help we are providing to students Discuss data within our PLC's. Strong focus on data driven conversations. Improving our PLC focus and having a common goal. Moderate student work together. Observations, reflection and feedback processes. (Identifying what improvements can be made to teacher practice?) Dedicated planning time and looking at data. Embed this within the school. Using multiple forms of data of to inform teaching. Investigate phonics and whole school approaches to reading, decide on a fit for HNPS.

	<ul style="list-style-type: none"> • Teach students about the links between reading and writing. • Build on staff trust <p>Leadership Doing</p> <ul style="list-style-type: none"> • Overseeing the planning and framework of assessment processes • Developing and providing professional development opportunities. • Define the needs of the staff in the understanding and use of formative assessment. • Plan and organize targeted learning/training for the staff • Leadership to continue focusing their PLCs on data. • Prioritizing time and resources to view best practice at other schools. • Build on staff trust • Monitor and review the AIP goals and actions <p>Students Doing</p> <ul style="list-style-type: none"> • Developing their skills in phonics and phonemic awareness • Using learning folders, goal setting and conferring; can identify where they are at and where they are heading • Students understand phonics link between reading and writing. • Reinforcing goals and being and being goal focused. • Engagement in reading • Some students receiving additional support (inc. tutoring) 			
Success Indicators	<ul style="list-style-type: none"> • Movement towards evolving/embedding on the PLC maturity and FISO matrices • A consistent approach to assessment by using the assessment schedule • Improved differentiation evidenced in term and weekly planners, observations and PLC discussions • Improvement in staff trust and collaboration in the staff opinion survey compared to 2019 • An identified whole school based approach to reading and phonics with relevant professional learning 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Involvement in School Improvement Partnership (SIP) with Yinnar Primary School to identify ways to improve literacy practices, with the HNPS focus on Reading. This SIP will involve targeted professional learning, school visits and observations and the targeted purchase of resources aligned with the school's identified approach. Funding via DSSI.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Leadership team walkthroughs actioned to observe and collect data around instructional model, identified practice goal student learning awareness.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Additional full-time Education Support staff to support intervention in reading and number. Also to support tutoring program	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC training for all teaching staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>1. Strategic Plan Goal 4; KIS 4b - Instil a sense of school pride and community connectedness by embedding the school's vision and values into all areas of the curriculum. ACTIONS:</p> <ul style="list-style-type: none"> • Review and update school vision and values • Teach and recognise school values (new list) within learning. • Involvement of school leadership group (students) as HNPS representatives in local community events e.g. Anzac • Regular interaction between the school leadership group (students) and the rest of the student community <p>2. Strategic Plan Goal 2; KIS 2a - Develop and document positive, pro-social and inclusive student behaviours using evidence-based frameworks & KIS 2b - Ensure the learning, wellbeing and engagement of students is informed by evidence and the effective use of a centralised data management system. ACTIONS:</p> <ul style="list-style-type: none"> • Introduce, develop and implement School-Wide Positive Behaviour Support program. • Review and implementation of Resilience and Respectful Relationships curriculum 			

	<ul style="list-style-type: none"> • Using Sentral as a student data management system for wellbeing and learning; record and analyse data • Develop student wellbeing coordinator role
Outcomes	<p>Staff Doing</p> <ul style="list-style-type: none"> • Using SWPBS processes and systems including creation of matrix • Introduce and embed circle time • Consistency with behaviour & learning expectations, acknowledgement and consequences • Allocating awards to students for being an upstander • Have teachers visibly and present on duty in the yard • Teaching Zones of Regulation • Using and promoting language of growth mindset, positive behaviour and values • Organising clubs to run and engaging, fun activities • Informing students of changes in their behaviour in order to celebrate <p>Leadership Doing</p> <ul style="list-style-type: none"> • Leading the work around SWPBS and promote in the school community including establishing Tier 1 team • Allocate time to develop SWPBS by allocating time to develop SWPBS and what it looks like with the school • Supporting staff to implement SWPBS • Lead Respectful Relationship work throughout school and promote in school community • Facilitate school visits to investigate and develop the student wellbeing coordinator role. • Allocated time for Tier 1 team to analyse data tracking for students in RTI tiers • Develop common language, scope, sequence, assessments linked to the SWPBS <p>Students Doing</p> <ul style="list-style-type: none"> • Following SWPBS systems, language and processes • Student leaders to include an article in the newsletter about their current initiatives and input into learning • Active student leadership and voice groups • Run House Meetings (2-3 per term) • Organizing more clubs and activities • Providing input into the SWPBS and what it looks like • Organizing the Churchill news items • Developing classroom resources to run SWPBS and RR lessons • Celebrating change and improvement
Success Indicators	<ul style="list-style-type: none"> • Positive behaviour will increase as an indicator and the negative one to reduce • Visible artifacts of Values, SWPB, inclusion and anti-bullying apparent across the school • Staff, students and parents using values matrix • Students will be able to articulate their behaviour against the matrix

- Consistent teacher response to behaviour breaches
- Attitudes to school survey results for bullying will improve with less incidents of recorded bullying
- Reported improved student opinion survey outcomes around safety and engagement
- Visible promotion of inclusion and anti-bullying stance

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Visit a SWPBS to investigate framework and decide on whether to adopt	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop processes and artefacts that support the implementation of SWPBS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Establish a SWPBS Tier 1 & Respectful Relationships team	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend Respectful Relationships training and involve community in process	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Use Sentral and undertake relevant PD to enter and track wellbeing data	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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	\$49,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$49,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Leadership team walkthroughs actioned to observe and collect data around instructional model, identified practice goal student learning awareness.	from: Term 2 to: Term 4		\$0.00	
Additional full-time Education Support staff to support intervention in reading and number. Also to support tutoring program	from: Term 1 to: Term 4		\$39,000.00	
PLC training for all teaching staff.	from: Term 3 to: Term 4		\$10,000.00	
Visit a SWPBS to investigate framework and decide on whether to adopt	from: Term 1 to: Term 4		\$0.00	

Totals	\$49,000.00	
---------------	-------------	--

Additional Equity spend

Outline here any additional Equity spend for 2021	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
Involvement in School Improvement Partnership (SIP) with Yinnar Primary School to identify ways to improve literacy practices, with the HNPS focus on Reading. This SIP will involve targeted professional learning, school visits and observations and the targeted purchase of resources aligned with the school's identified approach. Funding via DSSI.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC training for all teaching staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Visit a SWPBS to investigate framework and decide on whether to adopt	<input checked="" type="checkbox"/> All Staff	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources SWPBS coach as required	<input checked="" type="checkbox"/> On-site

Develop processes and artefacts that support the implementation of SWPBS	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources SWPBS coach as required	<input checked="" type="checkbox"/> On-site
--	---	----------------------------------	---	--	--	---