2020 Annual Implementation Plan

for improving student outcomes

Westall Primary School (4851)

Submitted for review by Sue Young (School Principal) on 18 December, 2020 at 02:26 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 18 December, 2020 at 02:38 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

Westall Primary School (4851)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	**Self-evaluation Level**	**Evidence and Analysis**

Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	- PLC align with the SSP and developing whole school practises and pedagogy. These are based on student needs that are identified through data and best practice research. - PLTs align to PLC work and school pedagogy. Meetings are timetabled and minuted and held weekly. - PLT and PLC practices will be refreshed through external professional learning. - Peer Observation and Feedback cycles are still being embedded in practise. - The leadership team (across year levels and learning areas) collaborate on agreed approaches to assessment and data collection, analysis and evaluation. - School wide pedagogy for Literacy, Numeracy and Inquiry professional learning has been planned to maintain consistent instructional practise.
	Curriculum planning and assessment	Evolving	- Collaborative planning time is allocated to year level teams. - Student needs at the crux of planning for learning. - Walker Learning Model is established in F-2 and is being implemented in Year 3-6. This supports the inclusion of student interests and needs into the learning. - Student achievement monitoring to plan differentiated teaching and learning programs, particularly for Literacy and Numeracy. - Reflective practise is incorporated into the PLT process.

	Evidence-based high-impact teaching strategies	Evolving	- Teachers have a strong belief that every child is capable of learning and tailor teaching and learning to cater for this. - A school goal will be to develop student's self-regulation, self efficacy and self esteem as learners. - The school will continue to give opportunities for teachers to observe and discuss best teaching practice through the Peer Observation Model. - PLC professional Learning Plan supports teachers to trial agreed new teaching and assessment strategies, supported by HITS, in their classroom, and receive and provide feedback.
	Evaluating impact on learning	Evolving moving towards Embedding	- PLT structures facilitate this dimension. - Moderation across the school will continue to be a school goal for improvement.

Professional leadership	Building leadership teams	Evolving moving towards Embedding	- The SIT team is comprised of the school leadership team and thus are cognisant of the schools' FISO initiatives and SSP and AIP priorities. - The leadership team presents Professional Learning at our PLC meetings and PLT meetings. They also provide informal support to their colleagues. - More responsibility is required of experienced teacher's roles and responsibilities to include facilitating the school professional learning plan. - The Leading Teacher already provides the majority of our whole school professional learning plan. - To continue to build safe, purposeful and inclusive learning environment the school will revisit vision, values and agreed protocols as per the SSP.
	Instructional and shared leadership	Evolving moving towards Embedding	- distributive leadership across levels of the school and levels of experience. - The opportunity is given to all staff to undertake leadership roles through application for school roles and responsibilities.

		Strategic resource management	Embedding moving towards Excelling	- The understanding and promotion of the International Student Program process - High level financial information distributed and discussed with the School Council. - High level financial information shown and discussed with the Consultative Committee. - Wayne Dyson (Bridgeworks) professional learning days to set school vision and values which align to the SSP. - 2019 mentoring will lead to the translation of the current Leading Teacher to Learning Specialist (Literacy). - Student achievement data will be used to monitor and evaluate the effectiveness of 'Scaffolding Literacy' teaching of writing and 'Essential Mathematical Understandings' (EMU) program.
		Vision, values and culture	Evolving moving towards Embedding	- School staff engagement with Wayne Dyson (Bridgeworks) to develop whole school vision and values. This includes a plan for embedding this school wide; parents, staff, students and community.

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding	- Student voice is encouraged through student nominated representative on the Junior School Council. JSC members contributed to the school values. - Walker Learning program supports the inclusion of student voice and agency in their learning. - Literacy conferences with students to develop learning goals. - Play Is The Way develops student abilities to problem solve. - Student feedback is sought formally through the Student Attitudes to School survey and informally through teacher discussions.
	Setting expectations and promoting inclusion	Embedding	- Implementation of Play Is The Way program in all classrooms to build student awareness of positive behaviours and self regulation. - Development of Whole School vision and values with Wayne Dyson promoted throughout the school community ; class dojo, newsletters, assemblies, school events. - Behavior Management Policy - clear steps re: escalating behaviour. This is distributed to new enrolments and discussed in parent meetings. - Student Support Group meetings are held when required and phone calls to parents are made to follow up on absences.

	Health and wellbeing	Evolving moving towards Embedding	- Inclusion and Diversity policy reviewed and endorsed through School Council. - Respectful Relationships PL attended by a representative from each level. The program will be implemented over the life of the SSP. - Second Semester - Drug Ed and Human Development program for Year 5/6 students. - Year 6 student mentoring program with staff. - Play Is The Way behaviour education program in all classes.
	Intellectual engagement and self-awareness	Evolving	- Absences regularly followed up by all staff. - The importance of attending school promoted at Term 1 Parent Information Nights, Class Dojo, School Newsletter, assemblies. - The school is working towards embedding metacognitive strategies through the Walker Learning Program, Numeracy Common Assessment Tasks, VCOP Student Assessment tool. - Professional learning is planned for teachers to develop differentiated teaching and learning strategies.

Community engagement in learning	Building communities	Evolving moving towards Embedding	- Parents were consulted re: vision and values. - The school's partnership with 'Our Place' (Colman Foundation) to build school community engagement. - Parent Opinion Survey. - Paint the Town REaD community event. - Online communication with parents through Class Dojo and Compass. - Specialised health services are engaged by the Assistant Principal to support 'at risk' students.
	Global citizenship	Evolving moving towards Embedding	- Global issues are integrated through the curriculum through Inquiry units and Literacy units. - School Excursions include Parliament House and the Immigration Museum. - All staff have attended Cultural Understanding training. - The school commemorates various cultural events that occur through the year i.e. Ramadan, Diwali, Chinese New Year, NAIDOC week, Sorry Day. - Play Is The Way lessons explicitly teach and allow practise for inclusion, self- regulation and conflict resolution.
	Networks with schools, services and agencies	Evolving moving towards Embedding	- EAP regularly promoted by Leadership to the staff. - Partnerships with Melbourne Storm, AFL Clubs, Hockey Victoria encourage students to participate in physical exercise and promote a healthy diet. - The school offers an afterschool sports program twice a year, financed by school grants. - Collaborations with Family First to build resilience skills in a select group of students. - Engagement with outside agencies; Occupational Therapists, Speech Pathologists, Psychologists, Play Therapists.

	Parents and carers as partners	Embedding	- Our Place partnerships to build relationships between school and the community, and to empower and educate parents/carers. - Frequent contact through Class Dojo and phone calls between teachers and parents/carers. - ILIP's are created for high achieving students to highlight the importance of high expectations. - School Council membership. - SSG meetings held regularly.

Enter your reflective comments	Whole staff need to revisit correct protocols and procedures for PLC and PLT structures. We will continue to work on implementing 'Scaffolding Literacy' approach and EMU program in 2020/21. We will review our staff protocol and responsibilities for following up on student absences to ensure a consistent approach, which will reduce absenteeism. We will continue to develop staff knowledge of school priorities and programs i.e. Play Is The Way, Respectful Relationships, Walker Learning Approach, Numeracy Common Assessment Tasks and VCOP. We will continue to build upon the relationships with parents and the community that have been strengthened this year.
Considerations for 2020	Due to COVID-19 many goals were not fully met as it is the first year of our Strategic Plan. This was reflected in our mid year assessment and they will be revisited in 2021, along with DET priority goals.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning outcomes.
Target 1.1	Teacher Judgements • Increase the percentage of students achieving above expected levels in Reading and Viewing from 33% in 2019 to 40% • Decrease the percentage of students achieving below expected levels in Reading and Viewing from 27% in 2019 to 20% • Increase the percentage of students achieving above expected levels in Writing from 18% in 2019 to 25% • Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability from below from 20% in 2018 to 30% NAPLAN – Increase the percentages of students who achieve results in the top two bands at: • Year 3 Numeracy from 26 per cent in 2019 to 35 per cent in 2023 • Year 3 Reading from 29 per cent in 2019 to 40 per cent in 2023 • Year 3 Writing from 41 per cent in 2019 to 50 per cent in 2023 • Year 5 Numeracy from 18 per cent in 2019 to 30 per cent in 2023 • Year 5 Reading from 15 per cent in 2019 to 25 per cent in 2023 • Year 5 Writing from 6 per cent in 2019 to 15 per cent in 2023.
Target 1.2	NAPLAN:

	Increase the percentages of students achieving at or above benchmark growth in:
	- Reading to be above state benchmark growth for medium and high growth - Writing to be above state benchmark growth for medium and high growth - Numeracy to be above state benchmark growth for medium and high growth. High Growth Results 2019 		State	WPS
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Reading	25%	22%
Writing	25%	40%
Numeracy	25%	44% | Medium Growth Results 2019 |	State	WPS
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Reading	50%	66%
Writing	50%	40%
Numeracy	50%	50%	
Target 1.3	Staff opinion Increase the positive endorsement of measures of: - Collective efficacy from 64 per cent in 2019 to 75 per cent in 2023 - Academic emphasis from 66 per cent in 2019 to 75 per cent in 2023 - Teacher collaboration from 62 per cent in 2019 to 75 per cent in 2023.

Key Improvement Strategy 1.a Curriculum planning and assessment	Enable consistent approaches to the analysis and use of student achievement data to inform teacher practice and planning.
Key Improvement Strategy 1.b Building practice excellence	Build the collective efficacy of teachers through targeted professional learning and collaborative practice.
Key Improvement Strategy 1.c Instructional and shared leadership	Develop the instructional and shared leadership capacity of all leaders to guide, embed and support best practices throughout the school.
Goal 2	Increase student engagement.
Target 2.1	Increase student opinion measures of: • Teacher effectiveness (27% in 2019) to above the 50th percentile by 2023 • Student voice and agency (25% in 2019) to above the 50th percentile by 2023 • Motivation and interest (49% in 2019) to above the 60th percentile by 2023 • Stimulating learning and learning confidence (25% in 2019) to above the 50th percentile by 2023.
Target 2.2	Increase parent opinion survey results in the area of: • Parent Community Engagement from 72 per cent positive endorsement in 2019 to 80 per cent positive endorsement in 2023, • Teacher communication from 66 per cent positive endorsement in 2018 to be over 80 per cent positive endorsement by 2023.
Target 2.3	Improve the average days of unexplained student absence to be below 15 days (19.2 days in 2019).

Key Improvement Strategy 2.a Building practice excellence	Establish, implement and monitor the impact of whole-school instructional approaches.
Key Improvement Strategy 2.b Empowering students and building school pride	Strengthen the home-school partnerships to support student engagement with their learning.
Key Improvement Strategy 2.c Networks with schools, services and agencies	Enhance opportunities for authentic and active student voice and agency in all areas.
Goal 3	Improve wellbeing at Westall Primary School.
Target 3.1	Increase student opinion measures of: • Teacher concern from 76 per cent positive endorsement in 2018 to be above the 50th percentile by 2023. • Respect for diversity from 77 per cent positive endorsement in 2018 to be above the 50th percentile by 2023, • Learning confidence from 79 per cent positive endorsement in 2018 to be above the 50th percentile by 2023.
Target 3.2	Increase the parent opinion survey measures in the Non-experience of Bullying domain from 53 per cent in 2019 to 75 per cent positive by 2023.
Target 3.3	Increase the staff opinion survey measures for: • Trust in colleagues from 56 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023.,

	• Trust in parents and students from 52 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023.
Key Improvement Strategy 3.a Vision, values and culture	Establish and embed the school's vision, values and culture.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Enhance organisational efficiencies through established norms, agreed practice and clarity of structures and processes.
Key Improvement Strategy 3.c Building communities	Build community connectedness and partnerships through Our Place and the Westall Community Hub.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes.	Yes	Teacher Judgements • Increase the percentage of students achieving above expected levels in Reading and Viewing from 33% in 2019 to 40% • Decrease the percentage of students achieving below expected levels in Reading and Viewing from 27% in 2019 to 20% • Increase the percentage of students achieving above expected levels in Writing from 18% in 2019 to 25% • Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability from below from 20% in 2018 to 30% NAPLAN – Increase the percentages of students who achieve results in the top two bands at: • Year 3 Numeracy from 26 per cent in 2019 to 35 per cent in 2023 • Year 3 Reading from 29 per cent in 2019 to 40 per cent in 2023	Teacher Judgement: Increase the percentage of students achieving above expected levels in Reading and Viewing from 35%. Decrease the percentage of students achieving below expected levels in Reading and Viewing from 25%. Increase the percentage of students achieving above expected levels in Writing from 20%. Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability to 22%. NAPLAN - Increase the percentages of students who achieve results in the top two bands at: Year 3 Numeracy 28%. Year 3 Reading 31%. Year 3 Writing 43%. Year 5 Numeracy 25%. year 5 Reading 17%. Year 5 Writing 8%.

	- Year 3 Writing from 41 per cent in 2019 to 50 per cent in 2023 - Year 5 Numeracy from 18 per cent in 2019 to 30 per cent in 2023 - Year 5 Reading from 15 per cent in 2019 to 25 per cent in 2023 - Year 5 Writing from 6 per cent in 2019 to 15 per cent in 2023.	
	NAPLAN: Increase the percentages of students achieving at or above benchmark growth in: - Reading to be above state benchmark growth for medium and high growth - Writing to be above state benchmark growth for medium and high growth - Numeracy to be above state benchmark growth for medium and high growth. High Growth Results 2019	Increase the percentages of students achieving at or above benchmark growth in: Reading to be above state benchmark growth for medium and high growth Writing to be above state benchmark growth for medium and high growth Numeracy to be above state benchmark growth for medium and high growth.

	State	WPS
Reading	25%	22%
Writing	25%	40%
Numeracy	25%	44%

		Medium Growth Results 2019 State WPS Reading 50% 66% Writing 50% 40% Numeracy 50% 50%	
		Staff opinion Increase the positive endorsement of measures of: • Collective efficacy from 64 per cent in 2019 to 75 per cent in 2023 • Academic emphasis from 66 per cent in 2019 to 75 per cent in 2023 • Teacher collaboration from 62 per cent in 2019 to 75 per cent in 2023.	Staff opinion Increase the positive endorsement of measures of: Collective efficacy 66% Academic emphasis 68% Teacher collaboration 65%
Increase student engagement.	Yes	Increase student opinion measures of: • Teacher effectiveness (27% in 2019) to above the 50th percentile by 2023 • Student voice and agency (25% in 2019) to above the 50th percentile by 2023 • Motivation and interest (49% in 2019) to above the 60th percentile by 2023 • Stimulating learning and learning confidence (25% in 2019) to above the 50th percentile by 2023.	Increase student opinion measures of: Teacher effectiveness 29% Student voice and agency 27% Motivation and interest 51% Stimulating learning and learning confidence 27%

		Increase parent opinion survey results in the area of: • Parent Community Engagement from 72 per cent positive endorsement in 2019 to 80 per cent positive endorsement in 2023, • Teacher communication from 66 per cent positive endorsement in 2018 to be over 80 per cent positive endorsement by 2023.	Increase parent opinion survey results in the area of: Parent Community Engagement 74% Teacher communication 68%
		Improve the average days of unexplained student absence to be below 15 days (19.2 days in 2019).	Improve the average days of unexplained student absence to be below 18.2 days.
Improve wellbeing at Westall Primary School.	Yes	Increase student opinion measures of: • Teacher concern from 76 per cent positive endorsement in 2018 to be above the 50th percentile by 2023. • Respect for diversity from 77 per cent positive endorsement in 2018 to be above the 50th percentile by 2023, • Learning confidence from 79 per cent positive endorsement in 2018 to be above the 50th percentile by 2023.	Increase student opinion measures of: Teacher concern 78% Respect for diversity 79% Learning confidence 81%
		Increase the parent opinion survey measures in the Non-experience of Bullying domain from 53 per cent in 2019 to 75 per cent positive by 2023.	Increase the parent opinion survey measures in the Non-experience of Bullying domain to 58%.

		Increase the staff opinion survey measures for:	Increase the staff opinion survey measures for:
			Trust in colleagues 60%
		• Trust in colleagues from 56 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023.,	Trust in parents and students 56%
		• Trust in parents and students from 52 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023.	

Goal 1	Improve student learning outcomes.
12 Month Target 1.1	Teacher Judgement: Increase the percentage of students achieving above expected levels in Reading and Viewing from 35%. Decrease the percentage of students achieving below expected levels in Reading and Viewing from 25%. Increase the percentage of students achieving above expected levels in Writing from 20%. Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability to 22%. NAPLAN - Increase the percentages of students who achieve results in the top two bands at: Year 3 Numeracy 28%. Year 3 Reading 31%. Year 3 Writing 43%. Year 5 Numeracy 25%. year 5 Reading 17%. Year 5 Writing 8%.
12 Month Target 1.2	Increase the percentages of students achieving at or above benchmark growth in: Reading to be above state benchmark growth for medium and high growth

	Writing to be above state benchmark growth for medium and high growth Numeracy to be above state benchmark growth for medium and high growth.	
12 Month Target 1.3	Staff opinion Increase the positive endorsement of measures of: Collective efficacy 66% Academic emphasis 68% Teacher collaboration 65%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Enable consistent approaches to the analysis and use of student achievement data to inform teacher practice and planning.	No
KIS 2 Building practice excellence	Build the collective efficacy of teachers through targeted professional learning and collaborative practice.	Yes
KIS 3 Instructional and shared leadership	Develop the instructional and shared leadership capacity of all leaders to guide, embed and support best practices throughout the school.	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.	This KIS relates to the alignment of teacher pedagogy and practice throughout the school. This relates to the information gleaned through the Strategic Review which highlighted between class variance in this area. It also supports the embedding of Play Is The Way, Walker Learning, EMU, 'Scaffolding Literacy' and VCOP approaches into our school.	
Goal 2	Increase student engagement.	
12 Month Target 2.1	Increase student opinion measures of: Teacher effectiveness 29% Student voice and agency 27%	

	Motivation and interest 51% Stimulating learning and learning confidence 27%	
12 Month Target 2.2	Increase parent opinion survey results in the area of: Parent Community Engagement 74% Teacher communication 68%	
12 Month Target 2.3	Improve the average days of unexplained student absence to be below 18.2 days.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Establish, implement and monitor the impact of whole-school instructional approaches.	No
KIS 2 Empowering students and building school pride	Strengthen the home-school partnerships to support student engagement with their learning.	Yes
KIS 3 Networks with schools, services and agencies	Enhance opportunities for authentic and active student voice and agency in all areas.	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.	The work with the Colman Foundation (Our Place) to engage and strengthen partnerships with all stakeholders in the community informs this goal.	
Goal 3	Improve wellbeing at Westall Primary School.	
12 Month Target 3.1	Increase student opinion measures of: Teacher concern 78%	

	Respect for diversity 79% Learning confidence 81%
12 Month Target 3.2	Increase the parent opinion survey measures in the Non-experience of Bullying domain to 58%.
12 Month Target 3.3	Increase the staff opinion survey measures for: Trust in colleagues 60% Trust in parents and students 56%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Establish and embed the school's vision, values and culture.	Yes
KIS 2 Setting expectations and promoting inclusion	Enhance organisational efficiencies through established norms, agreed practice and clarity of structures and processes.	No
KIS 3 Building communities	Build community connectedness and partnerships through Our Place and the Westall Community Hub.	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.	Revisit the work we have done with Wayne Dyson in building staff trust and belief in the school's vision, values and culture. The work with the Colman Foundation (Our Place) to engage and strengthen partnerships with all stakeholders in the community informs this goal. The Staff Opinion Survey and Parent Opinion Survey evidences this goal.	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes.
12 Month Target 1.1	Teacher Judgement: Increase the percentage of students achieving above expected levels in Reading and Viewing from 35%. Decrease the percentage of students achieving below expected levels in Reading and Viewing from 25%. Increase the percentage of students achieving above expected levels in Writing from 20%. Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability to 22%. NAPLAN - Increase the percentages of students who achieve results in the top two bands at: Year 3 Numeracy 28%. Year 3 Reading 31%. Year 3 Writing 43%. Year 5 Numeracy 25%. year 5 Reading 17%. Year 5 Writing 8%.
12 Month Target 1.2	Increase the percentages of students achieving at or above benchmark growth in: Reading to be above state benchmark growth for medium and high growth Writing to be above state benchmark growth for medium and high growth Numeracy to be above state benchmark growth for medium and high growth.
12 Month Target 1.3	Staff opinion Increase the positive endorsement of measures of: Collective efficacy 66% Academic emphasis 68% Teacher collaboration 65%
KIS 1 Building practice excellence	Build the collective efficacy of teachers through targeted professional learning and collaborative practice.

Actions	Professional Learning re scaffolding literacy Ongoing professional learning for staff with regard to EMU and Reading Recovery Reduce class sizes Using Equity funding for Specialists to provide Levelled Literacy Intervention in small groups
Outcomes	Teachers:Development of teaching writing knowledge & EMU effective practises Students: Improved outcomes in Numeracy for Year 1 students specifically targetted for EMU and across the school Leadership: Allocation of PLC's to both Scaffolding Literacy and EMU
Success Indicators	Numeracy achievement data from teacher judgement, ELS and MIA assessments Writing achievement data from teacher judgement and VCOP assessments

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Term 1 PL: Scaffolding Literacy (3 sessions)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Term 1 PL EMU (1 session)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Goal 2	Increase student engagement.
12 Month Target 2.1	Increase student opinion measures of: Teacher effectiveness 29% Student voice and agency 27% Motivation and interest 51% Stimulating learning and learning confidence 27%

12 Month Target 2.2	Increase parent opinion survey results in the area of: Parent Community Engagement 74% Teacher communication 68%
12 Month Target 2.3	Improve the average days of unexplained student absence to be below 18.2 days.
KIS 1 Empowering students and building school pride	Strengthen the home-school partnerships to support student engagement with their learning.
Actions	Parent Information evenings and 1-1 parent/teacher meetings 'Our Place' foundation building community (located at Westall Hub) via parent invitation to engage in a variety of activities (Paint the Town REaD) Junior School Council elected by students to give student voice Equity funding utilised for percentage of Assistant Principal - Student Wellbeing role
Outcomes	Teachers: Increased interactions and partnerships with parents Students: JSC members contributing to selection of our school values; planning & organising school events; fund raising to contribute to chosen charities Leadership: High level constant contact with parents re student attendance and welfare issues Community: Increased participation in school events
Success Indicators	Increase in parent opinion and student opinion surveys Reduction in unexplained and/or unapproved absences

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Paint the town REaD	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Equity funding utilised for percentage of Assistant Principal Salary (Primary Welfare role) and Respectful Relationships training	☑ Assistant Principal	☑ PLP Priority	from: Term 1	$80,000.00

				to: Term 4	☑ Equity funding will be used

Goal 3	Improve wellbeing at Westall Primary School.
12 Month Target 3.1	Increase student opinion measures of: Teacher concern 78% Respect for diversity 79% Learning confidence 81%
12 Month Target 3.2	Increase the parent opinion survey measures in the Non-experience of Bullying domain to 58%.
12 Month Target 3.3	Increase the staff opinion survey measures for: Trust in colleagues 60% Trust in parents and students 56%
KIS 1 Vision, values and culture	Establish and embed the school's vision, values and culture.
Actions	Ensuring all staff trained in Aboriginal perspectives provided by DET Ensuring Indigenous perspectives are embedded throughout the curriculum Acknowledgement of Country at assemblies and meetings Celebration of NAIDOC week Acknowledgement of 'Sorry Day' Embedding 'Play is the Way' strategies across the school Curriculum Day - Wayne Craig - Building staff collegiality and school vision and values Continuation of 'Respectful Relationships' training
Outcomes	Teachers: Increased collaboration and alignment of practise with whole school pedagogy, AIP and new Strategic Plan; Respectful Relationships Committee Students: Reduced incidences of bullying & increased respect shown for cultural diversity Leadership: Reinforcing and supporting intended actions at all times during every interaction with staff and students and community
Success Indicators	Improvements in Student Opinion Survey, Parent Opinion Survey and Staff Survey

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day with Wayne Craig	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☐ Equity funding will be used
Respectful Relationships professional learning	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Building communities	Build community connectedness and partnerships through Our Place and the Westall Community Hub.				
Actions	Ensuring all staff trained in Aboriginal perspectives provided by DET Ensuring Indigenous perspectives are embedded throughout the curriculum Acknowledgement of Country at assemblies and meetings Celebration of NAIDOC week Acknowledgement of 'Sorry Day' Embedding 'Play is the Way' strategies across the school Curriculum Day - Wayne Craig - Building staff collegiality and school vision and values Continuation of 'Respectful Relationships' training				
Outcomes	Teachers: Increased collaboration and alignment of practise with whole school pedagogy, AIP and new Strategic Plan, Respectful Relationships Committee Students: Reduced incidences of bullying & increased respect shown for cultural diversity Leadership: Reinforcing and supporting intended actions at all times during every interaction with staff and students and community				
Success Indicators	Improvements in Student Opinion Survey, Parent Opinion Survey and Staff Survey				
Activities and Milestones		Who	Is this a PL Priority	When	Budget

Curriculum Day with Wayne Craig	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Respectful Relationships professional learning	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$900.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$80,000.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$80,000.00**	**$0.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Equity funding utilised for percentage of Assistant Principal Salary (Primary Welfare role) and Respectful Relationships training	from: Term 1 to: Term 4		$80,000.00	
Totals			**$80,000.00**	

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Term 1 PL: Scaffolding Literacy (3 sessions)	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Term 1 PL EMU (1 session)	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Equity funding utilised for percentage of Assistant Principal Salary (Primary Welfare role) and Respectful Relationships training	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning	☑ Network Professional Learning	☑ Departmental resources Respectful Relationships Team	☑ Off-site Network Primary School
Curriculum Day with Wayne Craig	☑ All Staff	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day	☑ External consultants Wayne Craig from Bridgeworks	☑ On-site
Respectful Relationships professional learning	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning	☑ Network Professional Learning	☑ Departmental resources Respectful Relationships Team	☑ Off-site Conference room in Melbourne city

Curriculum Day with Wayne Craig	☑ All Staff	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day	☑ External consultants Wayne Craig from Bridgeworks	☑ On-site
Respectful Relationships professional learning	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning	☑ Network Professional Learning	☑ Departmental resources Respectful Relationships Team	☑ Off-site Conference room in Melbourne city