

2020 Annual Implementation Plan

for improving student outcomes

Bridgewater Primary School (1097)



Submitted for review by Gordon Tonkin (School Principal) on 25 February, 2020 at 01:14 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

Bridgewater Primary School (1097)

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

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

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

Enter your reflective comments	<p>In 2019, Student goal setting & feedback, our HITS focus, progressed well; we have used CC Pensive, uEducateUs and formal Learning Improvement Plans to record and share learning improvement goals. Speaking & Listening has been our priority learning focus - we have concentrated on setting high expectations, and building our skills to set clear learning intentions and success criteria. All students have improved by one year in performance or greater. Staff have developed and trialed a number of speaking and listening assessment tasks and rubrics throughout the year and we intend to continue this in 2020. Vocabulary work has been embedded into our pedagogical model. We have commenced collecting student feedback in a more routine fashion, using models such as delta plus. We have also developed our skills in working with students in regards to including their feedback into designing and implementing learning programs. We plan to continue to embed these practices in 2020. We have continued working collaboratively with Inglewood Primary School and Lockwood South Primary School and have plans to work on a share program, one or two days a week, with I.P.S. in 2020 as our enrollment number will be below 10 in 2020. Specialist areas and social goals will be our main focus. We also intend to use this cluster arrangement to undertake joint P.D.</p>
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<p>Considerations for 2020</p>	<p>Reviewing our Literacy & Numeracy curriculum Embedding our Speaking & Listening goals further Collaboratively planning using OneNote and agreed pedagogical model Promote the profile of the school Improving communication and feedback with students, parents, wider community with an intent aim to improve student learning outcomes, goal setting and individualised learning Improve attendance data</p>
<p>Documents that support this plan</p>	<p>End_of_Year_Teacher_Judgement_Summary.docx (0.18 MB) Student_Voice (1).docx (0.09 MB)</p>

SSP Goals Targets and KIS

Goal 1	Build Practice Excellence to improve outcomes																																																																
Target 1.1	<p>100% of staff will have a focus on student learning target/s clearly documented in their performance and development plan</p> <p>NAPLAN</p> <p>Increase the percentage of student performing in the top 2 bands</p> <table border="1"> <thead> <tr> <th>Year 3</th> <th>State 2016</th> <th>2017</th> <th>2021</th> <th>Year 5</th> <th>State 2016</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>50%</td> <td>50%</td> <td>Reading</td> <td>38%</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>0%</td> <td>50%</td> <td>Writing</td> <td>22%</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>50%</td> <td>50%</td> <td>Numeracy</td> <td>30%</td> <td>0%</td> <td>50%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving high relative growth</p> <p>Decrease the percentage of students achieving low relative growth</p> <table border="1"> <thead> <tr> <th>High Relative Growth</th> <th>2017</th> <th>2021</th> <th>Low Relative Growth</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>25%</td> <td>Reading</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>25%</td> <td>Writing</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>25%</td> <td>Numeracy</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table> <p>Victorian Curriculum</p> <p>All children deemed capable to make 12 months growth in reading, writing and number & algebra during 2020. Increase the percentage of students attaining an A or B based on teacher judgement in reading, writing and number & algebra over the SSP period using 2017 as a benchmark</p> <table border="1"> <thead> <tr> <th></th> <th>State 2015</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year 3	State 2016	2017	2021	Year 5	State 2016	2017	2021	Reading	52%	50%	50%	Reading	38%	0%	50%	Writing	57%	0%	50%	Writing	22%	0%	25%	Numeracy	41%	50%	50%	Numeracy	30%	0%	50%	High Relative Growth	2017	2021	Low Relative Growth	2017	2021	Reading	0%	25%	Reading	0%	25%	Writing	0%	25%	Writing	50%	25%	Numeracy	0%	25%	Numeracy	50%	25%		State 2015	2017	2021				
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Reading	43%		
Writing	27%		
Number & Algebra	33%		

Student Attitudes to School Survey (SATS)

Maintain high student perceptions of Effective teaching practices for cognitive engagement using 2017 as a benchmark

Differentiated learning challenge 90.5

Effective classroom behaviour 95.8

Effective teaching time 93.3

Stimulated learning 88.9

Key Improvement Strategy 1.a
Curriculum planning and assessment

- To develop a whole school approach to curriculum planning and documentation. Continue to develop year/term curriculum for literacy and numeracy.

Key Improvement Strategy 1.b
Curriculum planning and assessment

- To consistently analyse assessment data, provide timely feedback to students and develop student learning goals . .

Key Improvement Strategy 1.c
Curriculum planning and assessment

- Establish highly effective professional learning practices - use of HITS (Feedback and Goal Setting). To use student assessment/data, student/teacher and teacher/student feedback to develop student agency in their learning.

Goal 2	Build student, parent and teacher learning partnerships to improve outcomes
Target 2.1	<p>Absence data</p> <p>Reduce the percentage of students absent for more than 20 days</p> <p>Parent opinion Data</p> <p>Using 2017 as a benchmark, maintain and increase levels to at or above 80%</p> <p>Parent satisfaction 81.5%</p> <p>Parent participation and involvement 61.8%</p> <p>School communication 70.3%</p> <p>Teacher communication 85.6%</p> <p>Student Attitudes to School Survey (SATS)</p> <p>Using 2017 as a benchmark, maintain high levels of</p> <p>-stimulating learning 88.9%</p> <p>-effort 93.7%</p> <p>-high expectations for success 88.0%</p> <p>-motivation and interest 88.1%</p> <p>Staff Opinion Survey</p> <p>Collective efficacy at or above 90%</p>

	<p>Trust in Students and Parents at or above 90%</p> <p>Parent and Community Involvement at or above 90%</p> <p>Collective Focus on Learning at or above 90%</p> <p>Use Student Feedback to Improve Practice at or above 90%</p>
<p>Key Improvement Strategy 2.a Parents and carers as partners</p>	<ul style="list-style-type: none"> • Establish highly effective community engagement. Broaden the school's prominence in the broader community through sharing student achievements through a variety of communication forums, including the achievements of our social and educational partnership with Inglewood Primary School.
<p>Key Improvement Strategy 2.b Parents and carers as partners</p>	<ul style="list-style-type: none"> • Cultivate an environment, which enables student voice, agency and leadership within the classroom and across the whole school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																													
Build Practice Excellence to improve outcomes	Yes	<p>100% of staff will have a focus on student learning target/s clearly documented in their performance and development plan</p> <p>NAPLAN</p> <p>Increase the percentage of student performing in the top 2 bands</p> <table border="1" data-bbox="788 778 1583 935"> <thead> <tr> <th>Year 3</th> <th>State 2016</th> <th>2017</th> <th>2021</th> <th>Year 5</th> <th>State 2016</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>50%</td> <td>50%</td> <td>Reading</td> <td>38%</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>0%</td> <td>50%</td> <td>Writing</td> <td>22%</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>50%</td> <td>50%</td> <td>Numeracy</td> <td>30%</td> <td>0%</td> <td>50%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving high relative growth</p> <p>Decrease the percentage of students achieving low relative growth</p> <table border="1" data-bbox="788 1139 1583 1295"> <thead> <tr> <th>High Relative Growth</th> <th>2017</th> <th>2021</th> <th>Low Relative Growth</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>25%</td> <td>Reading</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>25%</td> <td>Writing</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>25%</td> <td>Numeracy</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table>	Year 3	State 2016	2017	2021	Year 5	State 2016	2017	2021	Reading	52%	50%	50%	Reading	38%	0%	50%	Writing	57%	0%	50%	Writing	22%	0%	25%	Numeracy	41%	50%	50%	Numeracy	30%	0%	50%	High Relative Growth	2017	2021	Low Relative Growth	2017	2021	Reading	0%	25%	Reading	0%	25%	Writing	0%	25%	Writing	50%	25%	Numeracy	0%	25%	Numeracy	50%	25%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2020, due to our small student cohort, our NAPLAN data will have less importance and our primary focus will be teacher judgements.</p> <p>Increase the % of students achieving 12 months growth:</p> <table data-bbox="1615 751 2069 1007"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading & Viewing</td> <td>92%</td> <td></td> </tr> <tr> <td>Writing</td> <td>69%</td> <td>85%</td> </tr> <tr> <td>Speaking & Listening</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Number & Algebra</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>Measurement & Geo.</td> <td>62%</td> <td>85%</td> </tr> <tr> <td>Statistics & Prob</td> <td>69%</td> <td>85%</td> </tr> </tbody> </table> <p>All students will achieve their individual learning goals as set out in ILPs .</p> <p>SATS Maintain high student performance in the areas of Differentiate Learning Challenge (92.7%), Effective Classroom Behaviour (86%), Effective Teaching Time (93.9%). Increase student perception of Stimulated Learning from 20.7% to above 80%.</p>		2019	2020	Reading & Viewing	92%		Writing	69%	85%	Speaking & Listening	100%	100%	Number & Algebra	77%	85%	Measurement & Geo.	62%	85%	Statistics & Prob	69%	85%
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<p>Build student, parent and teacher learning partnerships to improve outcomes</p>	<p>Yes</p>	<p>Absence data</p> <p>Reduce the percentage of students absent for more than 20 days</p>	<p>Reduce the percentage of students absent for more than 20 days from 37% to 25% or below.</p>																

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Goal 1	Build Practice Excellence to improve outcomes																						
12 Month Target 1.1	<p>In 2020, due to our small student cohort, our NAPLAN data will have less importance and our primary focus will be teacher judgements.</p> <p>Increase the % of students achieving 12 months growth:</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading & Viewing</td> <td>92%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>69%</td> <td>85%</td> </tr> <tr> <td>Speaking & Listening</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Number & Algebra</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>Measurement & Geo.</td> <td>62%</td> <td>85%</td> </tr> <tr> <td>Statistics & Prob</td> <td>69%</td> <td>85%</td> </tr> </tbody> </table> <p>All students will achieve their individual learning goals as set out in ILPs .</p> <p>SATS Maintain high student performance in the areas of Differentiate Learning Challenge (92.7%), Effective Classroom Behaviour (86%), Effective Teaching Time (93.9%). Increase student perception of Stimulated Learning from 20.7% to above 80%.</p>			2019	2020	Reading & Viewing	92%	100%	Writing	69%	85%	Speaking & Listening	100%	100%	Number & Algebra	77%	85%	Measurement & Geo.	62%	85%	Statistics & Prob	69%	85%
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Key Improvement Strategies		Is this KIS selected for focus this year?																					
KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> To develop a whole school approach to curriculum planning and documentation. Continue to develop year/term curriculum for literacy and numeracy. 	Yes																					
KIS 2 Curriculum planning and assessment	<ul style="list-style-type: none"> To consistently analyse assessment data, provide timely feedback to students and develop student learning goals . . 	Yes																					

KIS 3 Curriculum planning and assessment	<ul style="list-style-type: none"> Establish highly effective professional learning practices - use of HITS (Feedback and Goal Setting). To use student assessment/data, student/teacher and teacher/student feedback to develop student agency in their learning. 	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>KIS 1. a Continue developing and documenting Bridgewater Primary School's Speaking and Listening curriculum. During 2019, we commenced documenting curriculum and assessment and during 2020 we plan to refine a 2 year overview of our speaking and listening units and assessment rubrics .</p> <p>KIS 1. b Develop our consistency around the collection and analysis student achievement data, providing students with timely feedback and use it to develop student learning goals.</p> <p>KIS 1. c Continue our engagement with the HITS documents with the express intent of focusing our curriculum planning and assessments in the areas of feedback and goal setting.</p>	
Goal 2	Build student, parent and teacher learning partnerships to improve outcomes	
12 Month Target 2.1	Reduce the percentage of students absent for more than 20 days from 37% to 25% or below. Maintain and increase POS data using 2018 results as a benchmark: Parent Satisfaction- 85% or above Parent Participation & Involvement- 92% or above School Communication- 95% or above Teacher Communication- 92% or above Using the 2018 results for the Student Attitudes To School Survey as a benchmark, maintain and/or improve results: Stimulating Learning- 72% Effort - 81% High Expectations for success - 100% Motivation and Interest - 72%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	<ul style="list-style-type: none"> Establish highly effective community engagement. Broaden the school's prominence in the broader community through sharing student achievements through a variety of communication forums, including the achievements of our social and educational partnership with Inglewood Primary School. 	Yes
KIS 2 Parents and carers as partners	<ul style="list-style-type: none"> Cultivate an environment, which enables student voice, agency and leadership within the classroom and across the whole 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.

KIS 2.a Maintain and improve the school's viability through providing play group opportunities, engaging with Inglewood Pre-school , networking with Inglewood Primary School through a weekly shared teaching & learning program, engaging with agencies such as LLEN and the Loddon Shire. We will also seek regular feedback from parents and the greater community and share school news and achievements through a variety of local outlets e.g. Loddon Times, street notice board etc.

KIS 2. b A whole school specific focus on ensuring Student Voice, Agency and Leadership opportunities are provided regularly across the school. Maintain high Student Voice and Agency data in the SATS during 2020.

Define Actions, Outcomes and Activities

Goal 1	Build Practice Excellence to improve outcomes																					
12 Month Target 1.1	<p>In 2020, due to our small student cohort, our NAPLAN data will have less importance and our primary focus will be teacher judgements.</p> <p>Increase the % of students achieving 12 months growth:</p> <table border="1" data-bbox="533 491 1093 719"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading & Viewing</td> <td>92%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>69%</td> <td>85%</td> </tr> <tr> <td>Speaking & Listening</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Number & Algebra</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>Measurement & Geo.</td> <td>62%</td> <td>85%</td> </tr> <tr> <td>Statistics & Prob</td> <td>69%</td> <td>85%</td> </tr> </tbody> </table> <p>All students will achieve their individual learning goals as set out in ILPs .</p> <p>SATS Maintain high student performance in the areas of Differentiate Learning Challenge (92.7%), Effective Classroom Behaviour (86%), Effective Teaching Time (93.9%). Increase student perception of Stimulated Learning from 20.7% to above 80%.</p>		2019	2020	Reading & Viewing	92%	100%	Writing	69%	85%	Speaking & Listening	100%	100%	Number & Algebra	77%	85%	Measurement & Geo.	62%	85%	Statistics & Prob	69%	85%
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KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> To develop a whole school approach to curriculum planning and documentation. Continue to develop year/term curriculum for literacy and numeracy. 																					
Actions	<p>Review our 'Speaking & Listening' and 'Number & Algebra' curricula in order to maintain a viable curriculum and assessment practices.</p> <p>Refine our 'Speaking and Listening' assessment tasks and rubrics.</p> <p>'Speaking and Listening' assessment tasks and rubrics are documented and stored centrally.</p>																					
Outcomes	<p>Students will achieve at least one year's growth in their 'Speaking & Listening' and 'Number & Algebra' skills, by the end of 2020.</p> <p>Teachers will demonstrate clear links to our Literacy and Numeracy curriculum documents in their term planning.</p> <p>Teachers will use the agreed upon pedagogical model when planning lessons, with a strong link to student data and student goal setting.</p>																					

	Leaders will ensure that consultative leadership is used throughout 2020 in achieving the above actions.			
Success Indicators	Updates/improvements to our Literacy & Numeracy Curriculum are documented and stored centrally. All students to achieve at least 12 months growth in all strands of literacy and numeracy, using teacher judgements. Teachers are using our pedagogical model to plan, including Learning Intentions & Success Criteria. Student data is being used to guide teaching and learning and to set differentiated individual learning goals.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student feedback activities (e.g. Delta Plus, Google forms etc.) are undertaken regularly. Data is collected at least four times per term.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
On-going documentation of our Speaking & Listening and Number & Algebra Curricula, with all students achieving at least 12 months growth by the end of 2020. This work is to be the focus of at least four PLT meetings days per term and and two professional learning days.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
'Speaking and Listening' assessment activities have been developed and implemented on a term/semester basis.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Evidence that teachers are using our pedagogical model to plan collaboratively, including Learning Intentions & Success Criteria.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Students are achieving all their individual learning goals.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	<ul style="list-style-type: none"> To consistently analyse assessment data, provide to timely feedback to students and develop student learning goals . . 			
Actions	<p>Improve data collection, storage and analysis. Systematic performance feedback to be provided to students. All students are to have individual or group learning goals. Improve our use of student data to guide student learning.</p>			
Outcomes	<p>Leadership will monitor the systematic analysis of student assessment data and the consequent differentiation of student learning goals. Staff will have a greater knowledge of the school's assessment practices and assessment schedule. Staff are responsible for the electronic storage of all assessments they undertake. Staff will use student data effectively to plan student learning goals. Students will be aware of their performance data and will be able to contribute effectively when establishing learning goals.</p>			
Success Indicators	<p>Staff have stored all assessment data electronically, according to our assessment schedule Staff have regularly analysed student data and used it to document student learning goals. Student Attitudes to School Survey demonstrates outcomes of 85% or greater in: Self-regulation and Goal Setting; Differentiated Learning Challenge; High Expectations of Success. Staff Survey results to demonstrate outcomes of 85% or greater than similar schools in: School Leadership; School Climate; Professional Learning (N.B. Most staff survey data is not available due to small cohort) Students have achieved all their individual/group learning goals.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data analysis and professional learning activities (Data Wise) and consequent student learning plans are minuted in meeting schedule.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Students, parents and teachers to meet regularly (at least once per term) to discuss student learning goals.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	<ul style="list-style-type: none"> Establish highly effective professional learning practices - use of HITS (Feedback and Goal Setting). To use student assessment/data, student/teacher and teacher/student feedback to develop student agency in their learning. 			
Actions	Use HITS documents, tools and available expertise (EIL) to build teachers' skills and strategies with student agency. Establish strategies to include students in decision making in regards to curriculum and learning. We will work with Inglewood Primary School to develop a shared focus regarding Feedback and Goal Setting.			
Outcomes	<p>Improvements in staff knowledge and practices in regards to providing two way feedback and goal setting. Evidence of differentiation around the learning needs of each child should be evident in planning. Teacher planning will demonstrate evidence of differentiation around the learning needs of each child. Students have a greater knowledge of their performance data and are intrinsically involved in setting and monitoring their own learning goals.</p> <p>Parents actively participate in the setting and monitoring student individual learning goals.</p>			
Success Indicators	<p>Feedback and goal setting practices will be linked to the school's assessment schedule. Students actively participate in understanding their performance data and in setting their individual learning goals. Student Attitudes to School Survey demonstrates outcomes of 85% or greater in: Self-regulation and Goal Setting Parents actively participate in setting individual student learning goals. Parent Survey demonstrates outcomes of 85% or greater in: Student Agency and Voice</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop practices that embed systematic approaches to feedback and goal setting which includes students, parents and teachers.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,500.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Build student, parent and teacher learning partnerships to improve outcomes			
12 Month Target 2.1	<p>Reduce the percentage of students absent for more than 20 days from 37% to 25% or below. Maintain and increase POS data using 2018 results as a benchmark: Parent Satisfaction- 85% or above Parent Participation & Involvement- 92% or above School Communication- 95% or above Teacher Communication- 92% or above Using the 2018 results for the Student Attitudes To School Survey as a benchmark, maintain and/or improve results: Stimulating Learning- 72% Effort - 81% High Expectations for success - 100% Motivation and Interest - 72%</p>			
KIS 1 Parents and carers as partners	<ul style="list-style-type: none"> Establish highly effective community engagement. Broaden the school's prominence in the broader community through sharing student achievements through a variety of communication forums, including the achievements of our social and educational partnership with Inglewood Primary School. 			
Actions	<p>Build network and system partnerships. Maintain and build the school's prominence and communication within the broader community. Improve student attendance and engagement strategies. Establish an effective social and educational partnership with Inglewood Primary School.</p>			
Outcomes	<p>Enhanced opportunities for teacher professional learning, student learning and social opportunities through building cluster partnerships. Improved school profile within the school community and the wider community. Strengthened student attendance outcomes. As a result of our partnership with Inglewood Primary School, students will have expanded educational and social opportunities; staff will have expanded collegiality and PD opportunities.</p>			

Success Indicators	<p>Student, parent & staff feedback is positive in regards to our partnership with Inglewood Primary School. That our partnership with Inglewood Primary School is viewed positively, as evidenced in student, parent & staff feedback, and that it has led to more effective planning and moderation of student learning.</p> <p>Documentation of processes for communicating the schools achievements to the wider community.</p> <p>POS - School Communication- 95% or above Teacher Communication- 92% or above</p> <p>Students absent rate to be 25% or below.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Establish shared social, STEM, Art & P.E. programs with Inglewood Primary School.</p> <p>Strengthen and document our cluster partnership with Inglewood Primary School and Lockwood South Primary School i.e.staff P.D, student social opportunities and student learning activities</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Maintain and build high levels of communication and interaction with the school community and the broader community e.g. Sharing student learning, participating in a range of community events (e.g. ANZAC service, Inglewood Alive Festival etc.), weekly Newsletter, Facebook page, Loddon Times, student work on display within the township; articles in the Bridgeway Times and the Kooyoora Newsletter</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Enlist community members and past and present parents to act as ambassadors to promote the school and strengthen communication beyond the school.</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Promote, support and celebrate the achievements of Bridgewater Primary School's playgroup program.</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Parents and carers as partners	<ul style="list-style-type: none"> Cultivate an environment, which enables student voice, agency and leadership within the classroom and across the whole school. 			
Actions	<p>Increase student involvement in the design and implementation of school programs and policy . Develop student leadership skills, and engage with a variety of community stakeholders to enhance leadership opportunities. Use feedback from students and parents/carers, to build the school's relationships with students and use such feedback to inform future planning.</p>			
Outcomes	<p>Students will have increased knowledge and confidence as student leaders to participate across a range of school activities. Students and teachers actively work together to design and plan learning activities. The school/teachers routinely seek input from students and parents in their work/planning.</p>			
Success Indicators	<p>Documentation of learning activities co-created by teachers and students. SATS - all factors within Teacher-Student Relationships and Social Engagement to be 90% or higher. Parent Survey demonstrates outcomes of 85% or greater in: Student Agency and Voice</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership opportunities are evident: Junior School Council, leadership roles in learning and cluster activities, linking with leadership within the school and broader community e.g. School Council, Small School Chat (Student Leadership - webex).	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers work with students to reflect on student perspectives of their learning and use this to set learning goals, co-create units of work.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Seek and document feedback from students and parents/carers in regard to building the school's relationships with students and use this feedback improvement.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$14,500.00	\$14,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$14,500.00	\$14,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student feedback activities (e.g. Delta Plus, Google forms etc.) are undertaken regularly. Data is collected at least four times per term.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$500.00	\$500.00
On-going documentation of our Speaking & Listening and Number & Algebra Curricula, with all students achieving at least 12 months growth by the end of 2020. This work is to be the focus of at least four PLT meetings days per term and and two professional learning days.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
'Speaking and Listening' assessment activities have been developed and implemented on a term/semester basis.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00
Students are achieving all their individual learning goals.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$4,000.00	\$4,000.00

	to: Term 4			
Data analysis and professional learning activities (Data Wise) and consequent student learning plans are minuted in meeting schedule.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00
Develop practices that embed systematic approaches to feedback and goal setting which includes students, parents and teachers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,500.00	\$1,500.00
Establish shared social, STEM, Art & P.E. programs with Inglewood Primary School. Strengthen and document our cluster partnership with Inglewood Primary School and Lockwood South Primary School i.e.staff P.D, student social opportunities and student learning activities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Maintain and build high levels of communication and interaction with the school community and the broader community e.g. Sharing student learning, participating in a range of community events (e.g. ANZAC service, Inglewood Alive Festival etc.), weekly Newsletter, Facebook page, Loddon Times, student work on display within the township; articles in the Bridgeway Times and the Kooyoora Newsletter	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Promote, support and celebrate the achievements of Bridgewater Primary School's playgroup program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Totals			\$14,500.00	\$14,500.00

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
Student feedback activities (e.g. Delta Plus, Google forms etc.) are undertaken regularly. Data is collected at least four times per term.	✔ All Staff	from: Term 1 to: Term 4	✔ Planning ✔ Student voice, including input and feedback	✔ Professional Practice Day ✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff ✔ High Impact Teaching Strategies (HITS)	✔ On-site
On-going documentation of our Speaking & Listening and Number & Algebra Curricula, with all students achieving at least 12 months growth by the end of 2020. This work is to be the focus of at least four PLT meetings days per term and two professional learning days.	✔ All Staff	from: Term 1 to: Term 4	✔ Curriculum development	✔ Professional Practice Day ✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff ✔ Literacy Leaders	✔ On-site
'Speaking and Listening' assessment activities have been developed and implemented on a term/semester basis.	✔ All Staff	from: Term 1 to: Term 4	✔ Planning ✔ Design of formative assessments ✔ Moderated assessment of student learning	✔ Professional Practice Day ✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Literacy Leaders	✔ On-site
Evidence that teachers are using our pedagogical model to plan collaboratively, including Learning Intentions & Success Criteria.	✔ All Staff	from: Term 1 to: Term 4	✔ Planning ✔ Student voice, including input and feedback	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff ✔ Pedagogical Model	✔ On-site

Students are achieving all their individual learning goals.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Data analysis and professional learning activities (Data Wise) and consequent student learning plans are minuted in meeting schedule.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop practices that embed systematic approaches to feedback and goal setting which includes students, parents and teachers.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader	<input checked="" type="checkbox"/> On-site