

# 2020 Annual Implementation Plan

## for improving student outcomes

Hillsmeade Primary School (5482)



Submitted for review by Jodie Bray (School Principal) on 01 March, 2020 at 11:10 AM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 01 March, 2020 at 04:39 PM

Endorsed by Megan Shields (School Council President) on 02 March, 2020 at 10:05 AM

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	<p>The Hillsmeade Primary School 2019 School Improvement Team self-assessed against the FISO continua of practice regularly throughout the course of the year. As a group, we have been pleased with our progress, especially against areas that were not identified as school priority areas in 2019. As always, we identify that there is still always work to be done, but are pleased with our positive gains, particularly in the area of Building Practice Excellence and Evaluating Impact on Learning.</p> <p>In 2020 we will need to shine a light more closely on Empowering students and building school pride, as we feel that we have many of the structures and processes in place for this area to really develop.</p>
<b>Considerations for 2020</b>	<p>In 2020 we will continue our focus on 12 months (minimum) growth for 12 months learning. We will continue our strong commitment in educating the whole child with an academic focus and a strong social and emotional learning focus (in alignment with the Education State Targets and Priorities). We will continue to commit to building the capacity and leadership of staff at Hillsmeade, whilst also supporting the Network and the System.</p> <p>In 2020 we will be having a continued focus on Writing to ensure that our effective practices are embedded and sustained with the introduction of a range of new staff with varying teaching experiences. We will strengthen our approach to induction,</p>

	<p>coaching and mentoring and ensure that all Hillsmeade staff are aware of the expectations and non-negotiables of Hillsmeade Primary School to best meet the needs of our students and our community.</p> <p>In 2020 we will be in School Review and are excited to celebrate the many positive achievements across the school, whilst looking closely at the areas for future work and improvement.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<p><b>Goal 1</b></p>	<p>All students to make one year of growth or more for one year of learning in English and Mathematics</p>														
<p><b>Target 1.1</b></p>	<p>Growth as measured through:</p> <ul style="list-style-type: none"> <li>○ NAPLAN relative growth, and</li> <li>○ Standardized tests eg PAT or ON DEMAND and</li> <li>○ achievable outcomes in the Victorian Curriculum (Teacher Judgements), or</li> <li>○ Tests as per the school assessment schedule eg Maths online interview, Fountas and Pinnell, English Online, CARS, rubrics</li> </ul> <p>show at least one year's growth for one year's learning over the life of the Strategic plan.</p> <p>Attainment rates – NAPLAN over the life of the Strategic plan, are at least:</p> <table border="1" data-bbox="667 826 1469 1121"> <thead> <tr> <th>NAPLAN AREA</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 3 Numeracy</td> <td>25% top two bands</td> </tr> <tr> <td>Year 3 Reading</td> <td>40% top two bands</td> </tr> <tr> <td>Year 3 Writing</td> <td>40% top two bands</td> </tr> <tr> <td>Year 5 Numeracy</td> <td>25% top two bands</td> </tr> <tr> <td>Year 5 Reading</td> <td>40% top two bands</td> </tr> <tr> <td>Year 5 Writing</td> <td>40% top two bands</td> </tr> </tbody> </table> <p>Increase from baseline data (2016) the percentage of students achieving 'B's, 'A's for each year level over the life of the SP in the following areas:</p> <ul style="list-style-type: none"> <li>○ English</li> </ul> <p>Mathematics</p>	NAPLAN AREA	Target	Year 3 Numeracy	25% top two bands	Year 3 Reading	40% top two bands	Year 3 Writing	40% top two bands	Year 5 Numeracy	25% top two bands	Year 5 Reading	40% top two bands	Year 5 Writing	40% top two bands
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<b>Key Improvement Strategy 1.a</b> Building practice excellence	Enhance staff capacity to assess and moderate student work and analyse data to inform teaching and learning.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	<ul style="list-style-type: none"> <li>Embed a whole school approach to instructional practice and curriculum delivery.</li> </ul>
<b>Goal 2</b>	To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.
<b>Target 2.1</b>	<p>Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables improves from baseline data in 2016 over the life of the Strategic Plan.</p> <p>Average days absent per student are 14 days or less over the life of the SP.</p>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build the capacity of teachers in teaching teams to provide a student centred, collaborative learning environment using authentic learning tasks.
<b>Goal 3</b>	To improve student wellbeing.
<b>Target 3.1</b>	AtSS variables, Classroom behaviour, Student Morale and Student Distress show improvement from 2016 over the life of the SP.
<b>Key Improvement Strategy 3.a</b>	Engage a whole school community focus on positive relationships, building on the mission, vision, motto and values.

Vision, values and culture	
<b>Goal 4</b>	To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017-2020.
<b>Target 4.1</b>	<p><b>Staff Opinion Survey - <i>School Climate Model</i></b></p> <p>Over the life of the Strategic Plan,</p> <ul style="list-style-type: none"> <li>*Collective Efficacy</li> <li>*Teacher Collaboration</li> <li>*Collective Focus on Student Learning</li> <li>*Guaranteed and Viable Curriculum</li> <li>*Shielding / Buffering</li> <li>*Academic Emphasis</li> </ul> <p>to be at least at or above the baseline data (2015) endorsement (for Principal and Teacher)</p> <p><b>Staff Opinion Survey - <i>Leadership Module</i></b></p> <p>Over the life of the Strategic Plan, overall endorsement of all variables to be at least at or above baseline data (2015) compared to all Primary Schools.</p> <p><b>Parent Survey</b></p> <p>The school will implement other feedback mechanisms over the life of the Strategic Plan.</p>

<b>Key Improvement Strategy 4.a</b> Strategic resource management	Align resource allocation with the directions in the Strategic plan to optimize student outcomes for the life of the SP.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target												
All students to make one year of growth or more for one year of learning in English and Mathematics	Yes	<p>Growth as measured through:</p> <ul style="list-style-type: none"> <li>○ NAPLAN relative growth, and</li> <li>○ Standardized tests eg PAT or ON DEMAND and</li> <li>○ achievable outcomes in the Victorian Curriculum (Teacher Judgements), or</li> <li>○ Tests as per the school assessment schedule eg Maths online interview, Fountas and Pinnell, English Online, CARS, rubrics</li> </ul> <p>show at least one year's growth for one year's learning over the life of the Strategic plan.</p> <p>Attainment rates – NAPLAN over the life of the Strategic plan, are at least:</p> <table border="1" data-bbox="786 1123 1583 1375"> <thead> <tr> <th>NAPLAN AREA</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 3 Numeracy</td> <td>25% top two bands</td> </tr> <tr> <td>Year 3 Reading</td> <td>40% top two bands</td> </tr> <tr> <td>Year 3 Writing</td> <td>40% top two bands</td> </tr> <tr> <td>Year 5 Numeracy</td> <td>25% top two bands</td> </tr> <tr> <td>Year 5 Reading</td> <td>40% top two bands</td> </tr> </tbody> </table>	NAPLAN AREA	Target	Year 3 Numeracy	25% top two bands	Year 3 Reading	40% top two bands	Year 3 Writing	40% top two bands	Year 5 Numeracy	25% top two bands	Year 5 Reading	40% top two bands	<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 Year 3 students working in the TOP 2 BANDS NAPLAN WRITING to 40% or higher (based on 3 year average)</p> <p>*Decrease the percentage of Year 3 students working in the BOTTOM 2 BANDS NAPLAN WRITING to 5% or lower (based on 3 year average)</p> <p>* Increase the percentage of Year 5 students working in the TOP 2 BANDS NAPLAN WRITING to 12% or higher (based on 3 year average)</p> <p>*Decrease the percentage of Year 5 students working the BOTTOM 2 BANDS NAPLAN WRITING to 14% or lower (based on 3 year average)</p> <p>* Increase the percentage of Year 5 students achieving HIGH RELATIVE GROWTH NAPLAN WRITING to 27% or higher (based on 3 year average)</p> <p>* Decrease the percentage of Year 5 students achieving LOW RELATIVE GROWTH NAPLAN WRITING to 23% or lower (based on 3 year average)</p>
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Year 5 Writing	40% top two bands				
<p>To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.</p>	<p>Yes</p>	<p>Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables improves from baseline data in 2016 over the life of the Strategic Plan.</p> <p>Average days absent per student are 14 days or less over the life of the SP.</p>	<p>* To maintain positive gains in the 2020 Student Attitudes to School Survey in the assessed areas of: DIFFERENTIATED LEARNING CHALLENGE, STIMULATED LEARNING, TEACHER CONCERN and SENSE of CONNECTEDNESS.</p> <p>* To maintain the positive gains in the Parent Opinion Survey results in the assessed area of Connection and Progression - Student Connectedness (92% 3 year average).</p> <p>* To increase the Parent Opinion Survey results in the assessed area of Student Cognitive Engagement - Stimulating Learning Environment from 77%.</p> <p>* To maintain the positive gains in the Staff Opinion Survey results in the assessed area of TEACHING &amp;</p>		

			LEARNING PLANNING - Plan Differentiated Learning Activities.
To improve student wellbeing.	No	AtSS variables, Classroom behaviour, Student Morale and Student Distress show improvement from 2016 over the life of the SP.	
To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017-2020.	Yes	<p><b>Staff Opinion Survey - <i>School Climate Model</i></b></p> <p>Over the life of the Strategic Plan,</p> <ul style="list-style-type: none"> <li>*Collective Efficacy</li> <li>*Teacher Collaboration</li> <li>*Collective Focus on Student Learning</li> <li>*Guaranteed and Viable Curriculum</li> <li>*Shielding / Buffering</li> <li>*Academic Emphasis</li> </ul> <p>to be at least at or above the baseline data (2015) endorsement (for Principal and Teacher)</p> <p><b>Staff Opinion Survey - <i>Leadership Module</i></b></p> <p>Over the life of the Strategic Plan, overall endorsement of all variables to be at least at or above baseline data (2015) compared to all Primary Schools.</p>	<ul style="list-style-type: none"> <li>* To maintain positive gains in the Staff Opinion Survey Leadership Modules.</li> <li>* To effectively manage the school planned deficit to enable and facilitate revisions to the schools organisational design.</li> </ul>

	<p><b>Parent Survey</b></p> <p>The school will implement other feedback mechanisms over the life of the Strategic Plan.</p>	
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<b>Goal 1</b>	All students to make one year of growth or more for one year of learning in English and Mathematics
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>* Increase the percentage of Year 3 students working in the TOP 2 BANDS NAPLAN WRITING to 40% or higher (based on 3 year average)</li> <li>*Decrease the percentage of Year 3 students working in the BOTTOM 2 BANDS NAPLAN WRITING to 5% or lower (based on 3 year average)</li>   <li>* Increase the percentage of Year 5 students working in the TOP 2 BANDS NAPLAN WRITING to 12% or higher (based on 3 year average)</li> <li>*Decrease the percentage of Year 5 students working the BOTTOM 2 BANDS NAPLAN WRITING to 14% or lower (based on 3 year average)</li>   <li>* Increase the percentage of Year 5 students achieving HIGH RELATIVE GROWTH NAPLAN WRITING to 27% or higher (based on 3 year average)</li> <li>* Decrease the percentage of Year 5 students achieving LOW RELATIVE GROWTH NAPLAN WRITING to 23% or lower (based on 3 year average)</li>   <li>* To increase the percentage of Year 5 students achieving ABOVE BENCHMARK GROWTH NAPLAN WRITING to 23% or higher (based on 3 year average)</li> </ul>

	*To increase the percentage of students achieving at least 12 months growth in Writing as measured by teacher judgements against the Victorian Curriculum (Year-level based targets available)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Enhance staff capacity to assess and moderate student work and analyse data to inform teaching and learning.	Yes
<b>KIS 2</b> Building practice excellence	<ul style="list-style-type: none"> <li>Embed a whole school approach to instructional practice and curriculum delivery.</li> </ul>	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.	<p>A 2020 continued focus on Teaching and Learning WRITING is needed as we have achieved positive gains in this space in 2019 after extensive work, however with significant changes to staffing, structural changes to our timetable and our last year of or UMNOS partnership in 2020 we feel a continued commitment is needed to ensure that these effective practices are embedded and sustained. Our FISO Continua self-evaluation at the end of 2019 with our School Improvement Team assessed our work in EXCELLENCE IN TEACHING AND LEARNING - Building Practice Excellence as EXCELLING. This is something that as a school we are extremely proud of, however are aware of the need to maintain focus in this area with 13 new staff beginning in 2020, new Learning Specialists beginning in 2020, school-wide changes to mentoring and coaching being introduced and a new timetable with the inclusion of a daily home group. Our achievement data in this area also showed positive gains in 2019. With our 2019 NAPLAN Writing Relative Growth data achieving - HIGH GROWTH being at a 5 year high (38% in 2019 - 13% above State). Our Year 3 and Year 5 2019 NAPLAN Writing Top 2 band data was also at a 3 year high for both (Year 3 achieving 47% top 2 bands WRITING 2019 and Year 5 achieving 19% top 2 bands WRITING in 2019). These achievement gains are very exciting and saw our school rise up the LEARNING FOR LIFE target data in the Supplementary Report WRITING with gains from 2017 - 2019 at 28% High Relative Gain compared with Similar Schools of 25%. As we are in our last year of our Strategic Plan it is important that we have embedded practices in effective teaching and learning to ensure positive gains are sustained.</p>	
<b>Goal 2</b>	To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.	
<b>12 Month Target 2.1</b>	<p>* To maintain positive gains in the 2020 Student Attitudes to School Survey in the assessed areas of: DIFFERENTIATED LEARNING CHALLENGE, STIMULATED LEARNING, TEACHER CONCERN and SENSE of CONNECTEDNESS.</p> <p>* To maintain the positive gains in the Parent Opinion Survey results in the assessed area of Connection and Progression -</p>	

	<p>Student Connectedness (92% 3 year average).</p> <p>* To increase the Parent Opinion Survey results in the assessed area of Student Cognitive Engagement - Stimulating Learning Environment from 77%.</p> <p>* To maintain the positive gains in the Staff Opinion Survey results in the assessed area of TEACHING &amp; LEARNING PLANNING - Plan Differentiated Learning Activities.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build the capacity of teachers in teaching teams to provide a student centred, collaborative learning environment using authentic learning tasks.	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.	A 2020 focus on student engagement and connectedness is needed due to significant changes being made across our school timetable and structure to better support student connectedness and to support teachers through the use of Learning Specialists to assist with planning effectively for learning challenge. Whilst, as a school we have seen positive gains in this area over the life of our Strategic Plan, it is important that we continue to innovate on this work utilising DET resources such as Amplify to leverage further of the structures and processes that work. In 2019 we introduced a Student School Improvement Team, strengthened our Year 6 Student Leadership Program, enhanced our SRC work, developed an Attendance Action Team, trialled Year 6 Student Led Conferences and introduced a School Communications coordinator. These introductions in 2019 were impactful and will be further developed in 2020 as we introduce a new daily structure across the school. With the introduction of a 10 minute daily homegroup time to enhance connectedness and community connection and through the changes of our Specialist Program in-line with student feedback and recommendations we are excited to continue to make positive gains in this space.	
<b>Goal 3</b>	To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017-2020.	
<b>12 Month Target 3.1</b>	<p>* To maintain positive gains in the Staff Opinion Survey Leadership Modules.</p> <p>* To effectively manage the school planned deficit to enable and facilitate revisions to the schools organisational design.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Strategic resource management	Align resource allocation with the directions in the Strategic plan to optimize student outcomes for the life of the SP.	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.	A 2020 focus on a school wide organisational design review and refinement is needed to due to the added complexities in students exhibiting behaviours of concern. As a school we continue to effectively manage a complex budget and a planned deficit model. Our schools reflection against the continua as excelling in this area if closely connected to the positive results and gains we have made across the school throughout the life of the Strategic Plan in the areas of student achievement, attendance, student engagement and teacher collaboration and collective efficacy. The lense we will be looking at Strategic Resource Management in 2020 will be through Leadership structures and organisational design.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	All students to make one year of growth or more for one year of learning in English and Mathematics
<b>12 Month Target 1.1</b>	<p>* Increase the percentage of Year 3 students working in the TOP 2 BANDS NAPLAN WRITING to 40% or higher (based on 3 year average)            *Decrease the percentage of Year 3 students working in the BOTTOM 2 BANDS NAPLAN WRITING to 5% or lower (based on 3 year average)</p> <p>* Increase the percentage of Year 5 students working in the TOP 2 BANDS NAPLAN WRITING to 12% or higher (based on 3 year average)            *Decrease the percentage of Year 5 students working the BOTTOM 2 BANDS NAPLAN WRITING to 14% or lower (based on 3 year average)</p> <p>* Increase the percentage of Year 5 students achieving HIGH RELATIVE GROWTH NAPLAN WRITING to 27% or higher (based on 3 year average)            * Decrease the percentage of Year 5 students achieving LOW RELATIVE GROWTH NAPLAN WRITING to 23% or lower (based on 3 year average)</p> <p>* To increase the percentage of Year 5 students achieving ABOVE BENCHMARK GROWTH NAPLAN WRITING to 23% or higher (based on 3 year average)</p> <p>*To increase the percentage of students achieving at least 12 months growth in Writing as measured by teacher judgements against the Victorian Curriculum (Year-level based targets available)</p>
<b>KIS 1</b> Building practice excellence	Enhance staff capacity to assess and moderate student work and analyse data to inform teaching and learning.
<b>Actions</b>	Hillsmeade Primary School has selected the KIS - Enhance staff capacity to assess and moderate student work and analyse data to inform teaching and learning for the second year in a row. The first year, Actions related to building staff capacity and developing effective summative and formative Writing Assessments as part of our UMNOS partnerships and conducting whole staff professional learning and writing moderation to build staff capacity. Through staff feedback and leadership attendance in PLT meetings in Term 3



	<p>and Term 4 of 2019 we observed great variation and confidence in teachers using the newly developed writing assessments, and therefore great variation in classes as part of our lesson observation model in how students were responsible for articulating and monitoring their Writing Learning Goals.</p> <p>This year, Hillsmeade Primary School has chosen then following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> <li>* Develop and implement a coaching and mentoring model (led by our Learning Specialists) that will support consistent implementation of our Hillsmeade Primary Instructional Model.</li> <li>* Implement a school wide moderation schedule which includes moderation for curriculum areas of Reading, Writing and Mathematics.</li> </ul>
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: use multiple sources of evidence to track and monitor peer coaching and mentoring implementation (including barriers and enablers); invite teachers to observe their classes, be part of leadership mentoring with a Principal Class member to develop their leadership and coaching skills.</p> <p>Teachers will: understand the structure and elements of the Hillsmeade Instructional Model; develop their peer coaching ;skills ;use the Hillsmeade Instructional model to plan and deliver lessons, collaborate as part of school wide moderation sessions.</p> <p>Students will: be able to articulate the 'usual' structure of a lesson; to discuss their learning goals and next steps in the learning sequence across curriculum learning areas of Reading, Writing and Mathematics.</p>
<b>Success Indicators</b>	<p>Leaders will: use multiple sources of evidence to track and monitor peer coaching and mentoring implementation (including barriers and enablers); invite teachers to observe their classes, be part of leadership mentoring with a Principal Class member to develop their leadership and coaching skills.</p> <p>Success Indicators could include: notes from Leadership meetings, notes from coaching / mentoring sessions (for leader and for staff); examples of planner development through the partnership; notes from learning walks; lesson videos; Learning Specialist Resource.</p> <p>Teachers will: understand the structure and elements of the Hillsmeade Instructional Model; develop their peer coaching ;skills ;use the Hillsmeade Instructional model to plan and deliver lessons, collaborate as part of school wide moderation sessions.</p> <p>Success Indicators could include: lesson plans; coaching notes / feedback; moderation examples and exemplars.</p> <p>Students will: be able to articulate the 'usual' structure of a lesson; to discuss their learning goals and next steps in the learning sequence across curriculum learning areas of Reading, Writing and Mathematics.</p> <p>Success Indicators could include: leader notes from conversations with students from learning walks; student feedback (survey, notes, PIVOT).</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Design and deliver peer coaching / mentoring professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop a structure and schedule for the peer coaching / mentoring model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Incorporate peer coaching / mentoring focus into PDP	<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
<b>Goal 2</b>	To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.			
<b>12 Month Target 2.1</b>	<p>* To maintain positive gains in the 2020 Student Attitudes to School Survey in the assessed areas of: DIFFERENTIATED LEARNING CHALLENGE, STIMULATED LEARNING, TEACHER CONCERN and SENSE of CONNECTEDNESS.</p> <p>* To maintain the positive gains in the Parent Opinion Survey results in the assessed area of Connection and Progression - Student Connectedness (92% 3 year average).</p> <p>* To increase the Parent Opinion Survey results in the assessed area of Student Cognitive Engagement - Stimulating Learning Environment from 77%.</p> <p>* To maintain the positive gains in the Staff Opinion Survey results in the assessed area of TEACHING &amp; LEARNING PLANNING - Plan Differentiated Learning Activities.</p>			

<b>KIS 1</b> Empowering students and building school pride	Build the capacity of teachers in teaching teams to provide a student centred, collaborative learning environment using authentic learning tasks.
<b>Actions</b>	Hillsmeade Primary School has selected the KIS -Build the capacity of teachers in teaching teams to provide a student centred, collaborative learning environment using authentic tasks for the second year in a row. The first year, Actions related to developing processes and structures around this work and assessing teacher knowledge in this space, as well as building Leaders knowledge and understanding in this area. Through student feedback from the 2019 Student School Improvement Team and from Leadership involvement across PLT meetings in 2019 we noticed great variance in teachers capacity to innovate in this space. This year, Hillsmeade Primary School has chosen then following Actions in order to deepen consistency of practice:  * Implement a new timetable to introduce a daily homegroup time to create space and opportunity for innovation in connectedness and collaboration with students, staff and community. * Implement student-led conferences in Semester 2 2020 for Years 4 - Year 6.
<b>Outcomes</b>	The school expects to see the following Outcomes (changes in knowledge, skills or behaviours). Leaders will: use the new homegroup time to connect with the class and community and school-wide priority areas; track the implementation and impact of the 2020 changes (timetable, specialist classes); plan and implement teacher learning for effective running of student led conferences. Teachers will: understand the new structure and implement actions that are impactful for the class, cohort and community; partner with students to ensure that they can articulate their learning goals and next steps. Students will: be able to articulate the impact of homegroup; provide feedback about the new 2020 specialist classes; to discuss their learning goals and next steps in the learning sequence across curriculum learning areas of Reading, Writing and Mathematics.
<b>Success Indicators</b>	Leaders will: use the new homegroup time to connect with the class and community and school-wide priority areas; track the implementation and impact of the 2020 changes (timetable, specialist classes); plan and implement teacher learning for effective running of student led conferences. Success Indicators could include: School Improvement Team minutes; feedback collected from community about 2020 changes. Teachers will: understand the new structure and implement actions that are impactful for the class, cohort and community; partner with students to ensure that they can articulate their learning goals and next steps. Success Indicators could include: planning documents evidencing use of homegroup time ;examples of student conference journals ;examples of student-led conferences Students will: be able to articulate the impact of homegroup; provide feedback about the new 2020 specialist classes; to discuss their learning goals and next steps in the learning sequence across curriculum learning areas of Reading, Writing and Mathematics. Success Indicators could include: student conference journals; feedback notes from Student School Improvement Team and SRC.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Communicate with the community about the 2020 changes and implementation progress	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Design and deliver professional learning across curriculum areas of Reading, Writing and Mathematics around authentic learning tasks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Run professional learning for staff around the structure and expectations around student - led conferences	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017-2020.			
<b>12 Month Target 3.1</b>	<p>* To maintain positive gains in the Staff Opinion Survey Leadership Modules.</p> <p>* To effectively manage the school planned deficit to enable and facilitate revisions to the schools organisational design.</p>			
<b>KIS 1</b> Strategic resource management	Align resource allocation with the directions in the Strategic plan to optimize student outcomes for the life of the SP.			
<b>Actions</b>	<p>Hillsmeade Primary School has selected the KIS - Align resource allocation with the directions in the Strategic Plan to optimise student outcomes. Whilst this goal has not been selected previously, there has been continuous work and development in this area over the last 3 years. Actions have included a planned deficit model, improved financial reporting and pay back deficits completed. Through SEIL feedback this goal has been chosen.</p> <p>This year, Hillsmeade Primary School has chosen then following Actions in order to reflect on the schools organisation design and</p>			

	<p>explore opportunities for revision and refinement to the schools Leadership Structure:</p> <ul style="list-style-type: none"> <li>* Engage in regular feedback, observations, analysis and monitoring opportunities with the EIL Inclusion</li> <li>* Implement a school organisational design review, through collaboration and review of like / similar school and network school structures</li> </ul>			
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: have an improved understanding of the structures and leadership design of Hillsmeade PS in comparison to other similar and network schools. Have improved knowledge of the complexities of our school budget and the impact on staffing. Have consultation around the review and refinement of our school wide organisational design.</p> <p>Teachers will: understand the school structure and any new structural changes. Have access to a visible design map with clear role statements.</p> <p>Students will: continue to be engaged with members of the Hillsmeade Primary School Leadership Team, with connection to the portfolios of leader work.</p>			
<b>Success Indicators</b>	<p>Leaders will: use multiple sources of evidence to reflect, analyse and plan for any needed refinements to the schools organisational design. Leaders will collaborate around any implemented changes and monitor impact.</p> <p>Success Indicators could include: notes from Leadership meetings, notes from Network meetings, organisation design resources (including the structural design, budget planner, role descriptions).</p> <p>Teachers will: understand the structure and accompanying role descriptions and engage through consultation and feedback opportunities.</p> <p>Success Indicators could include: staff meeting notes, consultative meeting agendas and minutes, staff opinion survey results 2020.</p> <p>Students will: be able to articulate the structure of the school. They will be able to discuss the roles that exist across the school and the work that accompanies the roles.</p> <p>Success Indicators could include: leader notes from conversations with students from learning walks; student feedback (survey, notes, PIVOT), Spiral of inquiry student interview notes, SRC notes and student school improvement team minutes.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Conduct a review of Network schools and similar schools organisational design (including school budget, PSD budget allocation, equity funding (and use of), leadership designs, interventions offered, IRIS reporting)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>Meet regularly with EIL Inclusion to reflect, review and conduct observations of contextually relevant information pertaining to the impact of staffing and school organisation design on student achievement, engagement, attendance and community.</p>	<p><input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> Principal  <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$0.00   <input type="checkbox"/> Equity funding will be used</p>
<p>Refine school organisational design (if needed), based on above activities</p>	<p><input checked="" type="checkbox"/> School Leadership Team</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 2  to:  Term 4</p>	<p>\$0.00   <input type="checkbox"/> Equity funding will be used</p>

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$50,000.00	\$50,000.00
Additional Equity funding	\$384,896.00	\$310,000.00
<b>Grand Total</b>	<b>\$434,896.00</b>	<b>\$360,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Design and deliver peer coaching / mentoring professional learning	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Develop a structure and schedule for the peer coaching / mentoring model	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Design and deliver professional learning across curriculum areas of Reading, Writing and Mathematics around authentic learning tasks	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
<b>Totals</b>			<b>\$50,000.00</b>	<b>\$50,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Reading Intervention Prep - Year 3	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$150,000.00	\$150,000.00
Intervention in Excellence - high achievers support	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$140,000.00	\$80,000.00
Learning Specialist coaching and mentoring (Reading 0.2, Writing 0.2, Mathematics 0.2, STEM 0.2)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$94,896.00	\$80,000.00
<b>Totals</b>			\$384,896.00	\$310,000.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Design and deliver peer coaching / mentoring professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Design and deliver professional learning across curriculum areas of Reading, Writing and Mathematics around authentic learning tasks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Run professional learning for staff around the structure and expectations around student-led conferences	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site