2020 Annual Implementation Plan

for improving student outcomes

Katandra School (4846)

Submitted for review by Rhett Watts (School Principal) on 05 December, 2019 at 10:10 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 15 December, 2019 at 06:58 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging

Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	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 moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	Katandra has demonstrated growth and school improvement in all of the areas of FISO. Measuring and identifying where Katandra School is at, has enabled the school to determine what is working well, areas that required a closer look, and practices, processes or procedures that could be removed or replaced. Through focusing on evidence and discussing Katandra's achievements against the 2019 AIP, we have been able to clearly identify what the next steps are for the school and our focuses for 2020.
Considerations for 2020	Moving into 2020, the focus will continue on implementing the new English programs introduced at Katandra and evaluating the use of these in the classrooms, along with the impact they have on improving student learning. Teachers will continue to share and reflect on their English/literacy lessons focusing on aligning activities to the Victorian curriculum, peer observations will also be introduced to support this.

	High expectations around accountability and compliance around completing English assessments will be expected from all Teacher's and this will be aligned to the clinical teaching cycle in 2020.
	Moderation of a common assessment relating to reading will be introduced into the blue PLT in 2020 and the clinical cycle of teaching will be used to look at student progress with reading.
	PLC's will continue to focus on building teachers capacity in English and Literacy using e5, HIT's and other DET or evidence based resources.
	Professional understanding of oral language and supporting nonverbal students this may include CPEC training.
	Building community involvement will continue to be a focus for Katandra through increased parent participation activities and whole school events.
	A restructure of the leadership team and building instructional leaders is paramount to ensure Katandra's school improvement journey is positive and successful.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student outcomes in literacy and numeracy
Target 1.1	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Speaking and Listening as measured by ABLES.
Target 1.2	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Reading and Writing as measured by ABLES
Target 1.3	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Numeracy as measured by ABLES.
Target 1.4	By the end of the review period increase the percent endorsement (Prin/Teach) for the following factors: • Collective focus on student learning in the SSS from 56% (2018) to 75% • Guaranteed and viable curriculum from 29% (2018) to 75% • Moderate assessment tasks together from 50% (2018) to 75%
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum and assessment program, for English and Mathematics to inform planning and classroom practice.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and embed a consistent pedagogical framework for the delivery of the English and Mathematics curriculum.

Key Improvement Strategy 1.c Evaluating impact on learning	Build the capabilities of teachers to utilise student data to inform planning and differentiation.
Goal 2	To enhance the personal and social capabilities of students
Target 2.1	By the end of the review period, 85% of students will demonstrate in band or across band learning gain for Personal and Social Capabilities as measured by ABLES.
Target 2.2	By the end of the review period the number of major incidents occurring annually will have decreased by 25% from the 2019 benchmark figure.
Target 2.3	By the end of the review period improve the positive endorsement for General Satisfaction in the POS 81% (2018) to 91%.
Target 2.4	By the end of the review period increase the percent endorsement (Principal/Teacher)for:: • Teacher collaboration from 48% (2018) to 75% • Collaborate to plan curriculum from 58% (2018) to 75%
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Build a positive whole school professional learning culture that has a shared vision of accountability and high expectations.
Key Improvement Strategy 2.b Health and wellbeing	Develop, embed and sustain a whole school approach to the development of personal and social capabilities and the SWPBS Framework.

Goal 3	To improve student engagement in learning
Target 3.1	By the end of the review period increase the percent endorsement (Principal/Teacher) for: • Collective focus on student learning in the SSS from 56% (2018) to 75% • Use high impact teaching strategies from 33% (2018) to 75% • Use data for curriculum planning from 33% (2018) to 75%
Target 3.2	By the end of the review period increase the percent endorsement in the POS for Simulating Learning from 74% (2018) to 90%
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build teacher knowledge and understanding of the High Impact Teaching Strategies
Key Improvement Strategy 3.b Empowering students and building school pride	Strengthen teacher understanding of student voice and agency in learning

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 outcomes in literacy and numeracy	Yes	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Speaking and Listening as measured by ABLES.	By the end of the review period 55% of students will demonstrate in band or across band learning gain for Speaking and Listening as measured by ABLES.
		By the end of the review period 85% of students will demonstrate in band or across band learning gain for Reading and Writing as measured by ABLES	By the end of the review period 55% of students will demonstrate in band or across band learning gain for Reading and Writing as measured by ABLES
		By the end of the review period 85% of students will demonstrate in band or across band learning gain for Numeracy as measured by ABLES.	Numeracy is not a focus for 2020. As part of the 4 year strategic plan, Numeracy will be a focus in 2021 and 2022. ABLES Maths assessment is not yet finalized on the insight platform and will not be available until 2021. Working towards numeracy the incremental step for 2020 will be all classrooms implementing a dedicated numeracy session everyday into work programs. Teachers will also trial tracking students maths achievements to track

			student growth on the Sentral Continuum Tracker.
		By the end of the review period increase the percent endorsement (Prin/Teach) for the following factors: • Collective focus on student learning in the SSS from 56% (2018) to 75% • Guaranteed and viable curriculum from 29% (2018) to 75% • Moderate assessment tasks together from 50% (2018) to 75%	By the end of the review period increase the percent endorsement (Prin/Teach) for the following factors: -Collective focus on student learning in the SSS from 56% (2018) to 60% (2020) -Guaranteed and viable curriculum from 29% (2018) to 50% (2020) -Moderate assessment tasks together from 50% (2018) to 55% (2020)
To enhance the personal and social capabilities of students	Yes	By the end of the review period, 85% of students will demonstrate in band or across band learning gain for Personal and Social Capabilities as measured by ABLES.	By the end of the review period, 55% of students will demonstrate in band or across band learning gain for Personal and Social Capabilities as measured by ABLES.
		By the end of the review period the number of major incidents occurring annually will have decreased by 25% from the 2019 benchmark figure.	By the end of the review period the number of major incidents occurring annually will have decreased by 25% from the 2019 benchmark figure. The percentage decrease for major incidents for 2020 will be 10%.
		By the end of the review period improve the positive endorsement for General Satisfaction in the POS 81% (2018) to 91%.	By the end of the review period improve the positive endorsement for General Satisfaction in the POS 81% (2018) to 85% (2020)

		By the end of the review period increase the percent endorsement (Principal/Teacher)for::	By the end of the review period increase the percent endorsement (Principal/Teacher)for::
		• Teacher collaboration from 48% (2018) to 75% • Collaborate to plan curriculum from 58% (2018) to 75%	-Teacher collaboration from 48% (2018) to 55% (2020) -Collaborate to plan curriculum from 58% (2018) to 65% (2020)
To improve student engagement in learning	Yes	By the end of the review period increase the percent endorsement (Principal/Teacher) for: • Collective focus on student learning in the SSS from 56% (2018) to 75% • Use high impact teaching strategies from 33% (2018) to 75% • Use data for curriculum planning from 33% (2018) to 75%	By the end of the review period increase the percent endorsement (Principal/Teacher) for: -Collective focus on student learning in the SSS from 56% (2018) to 63% (2020) -Use high impact teaching strategies from 33% (2018) to 50% (2020) -Use data for curriculum planning from 33% (2018) to 45% (2020)
		By the end of the review period increase the percent endorsement in the POS for Simulating Learning from 74% (2018) to 90%	By the end of the review period increase the percent endorsement in the POS for Simulating Learning from 74% (2018) to 80% (2020)

Goal 1	Improve student outcomes in literacy and numeracy
12 Month Target 1.1	By the end of the review period 55% of students will demonstrate in band or across band learning gain for Speaking and Listening as measured by ABLES.
12 Month Target 1.2	By the end of the review period 55% of students will demonstrate in band or across band learning gain for Reading and Writing as measured by ABLES

12 Month Target 1.3	Numeracy is not a focus for 2020. As part of the 4 year strategic plan, Numeracy will be a focus in 2021 and 2022.
	ABLES Maths assessment is not yet finalized on the insight platform and will not be available until 2021.
	Working towards numeracy the incremental step for 2020 will be all classrooms implementing a dedicated numeracy session everyday into work programs. Teachers will also trial tracking students maths achievements to track student growth on the Sentral Continuum Tracker.
12 Month Target 1.4	By the end of the review period increase the percent endorsement (Prin/Teach) for the following factors: -Collective focus on student learning in the SSS from 56% (2018) to 60% (2020) -Guaranteed and viable curriculum from 29% (2018) to 50% (2020) -Moderate assessment tasks together from 50% (2018) to 55% (2020)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum and assessment program, for English and Mathematics to inform planning and classroom practice.	Yes
KIS 2 Curriculum planning and assessment	Develop and embed a consistent pedagogical framework for the delivery of the English and Mathematics curriculum.	No
KIS 3 Evaluating impact on learning	Build the capabilities of teachers to utilise student data to inform planning and differentiation.	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.	Katandra School has commenced a journey of improvement in 2019 in building a guaranteed and viable curriculum. The particular focus has been on building the teacher's capacity in understanding and using the Victorian Curriculum for planning, assessment and reporting. In 2019 Katandra has begun the journey through implementing a scope and sequence for Maths, English, Inquiry and Respectful Relationships it is important that a considerable amount of time in 2020 is focused on this to ensure they are embedded across the school and consistency from class to class. The e5 pedagogical model, along with WALT and WILF were introduced into classrooms in 2019, and these will continue to be an expectation in 2020. Teachers are still building capacity and consistency in using these in the delivery of Maths and English. From the principal reading and analyzing work programs in Term 4 2019, there is still inconsistency in the use and understanding of the whole school pedagogical framework and its connections to HIT's. Katandra is at the early stages of monitoring and evaluating student data to inform planning. Teachers have used ABLES data in 2019 to help differentiate learning groups in English and this is evidenced through all teachers planning.

	Low 2019 Staff Survey Data (whole school) indicated the focuses for 2020: -Academic emphasis 45.4% -Teacher collaboration 22.1% -Guaranteed and viable curriculum 46.1% -Instructional leadership 34.9% -use pedagogical model 55.6% -Professional learning through peer observation 11.1% -Understand curriculum 66.7% -Time to share pedagogical content knowledge 55.6% -Use data for curriculum planning 55.6% -Moderate assessment 22.2% -Knowledge of HIT's 55.6% -Teacher skills to measure impact 55.6% -Monitor effective use of data 44.4% -Understand how to analyse data 33.3% -Use student feedback to improve practice 44.4%
Goal 2	To enhance the personal and social capabilities of students
12 Month Target 2.1	By the end of the review period, 55% of students will demonstrate in band or across band learning gain for Personal and Social Capabilities as measured by ABLES.
12 Month Target 2.2	By the end of the review period the number of major incidents occurring annually will have decreased by 25% from the 2019 benchmark figure. The percentage decrease for major incidents for 2020 will be 10%.
12 Month Target 2.3	By the end of the review period improve the positive endorsement for General Satisfaction in the POS 81% (2018) to 85% (2020)
12 Month Target 2.4	By the end of the review period increase the percent endorsement (Principal/Teacher)for:: -Teacher collaboration from 48% (2018) to 55% (2020) -Collaborate to plan curriculum from 58% (2018) to 65% (2020)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Build a positive whole school professional learning culture that has a shared vision of accountability and high expectations.	No
KIS 2 Health and wellbeing	Develop, embed and sustain a whole school approach to the development of personal and social capabilities and the SWPBS Framework.	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.	SWPBS has been implemented well at Katandra over the last few years, Tier one has nearly reached fidelity and this will be a core focus for the school in 2020. Tier 2 and 3 has started to be looked at in 2019 with behaviour and well-being PLT's being implemented to build consistent language and practice in behaviour management. A new platform for recording both positive and negative incidents has been introduced in 2019, and this has had some success however still is an area of improvement for the school in 2020, where student incident data needs to be analyzed and match to behaviour support plans. Katandra also requires a team around the child intervention approach to be established in 2020. In 2019 ready to learn strategies, zones of regulation and the RRRR program was introduced into the school and these have started to gain momentum and consistency across the school. It is important that this continues to be a focus to ensure the development of personal and social capabilities for our students are improved across the school. Staff survey data in this area indicates areas for improvement: -Trust in students and parents 67.6% -Staff trust in colleagues 51.2% -Shielding and buffering 31.6% -Promote student leadership of learning goals 44.4% -Use student feedback to improve practice 44.4% -Understand contribution to school improvement 66.7% -Teachers seek feedback to improve practice 44.4% -Teachers believe peer feedback improves practice 44.4%	
Goal 3	To improve student engagement in learning	

12 Month Target 3.1	By the end of the review period increase the percent endorsement (Principal/Teacher) for: -Collective focus on student learning in the SSS from 56% (2018) to 63% (2020) -Use high impact teaching strategies from 33% (2018) to 50% (2020) -Use data for curriculum planning from 33% (2018) to 45% (2020)	
12 Month Target 3.2	By the end of the review period increase the percent endorsement in the POS for Simulating Learning from 74% (2018) to 80% (2020)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build teacher knowledge and understanding of the High Impact Teaching Strategies	Yes
KIS 2 Empowering students and building school pride	Strengthen teacher understanding of student voice and agency in learning	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.	In 2019 Teachers have started to build their knowledge and understanding of HITS and this is represented in the staff school survey. However there is a disconnect between the results of using high impact teaching strategies and knowledge of the high impact strategies in the staff survey that do not correlate. Evidence of using HITS in weekly planning is evidenced in some teachers work programs, however this is inconsistent across the school and to ensure consistency this will be a focus for 2020. The school will focus on the strategies of Differentiation, Questioning and Multiple Exposures as minimum guide. Peer observations and teachers skills to measure impact were also scored low which indicate a continued focus for HITS. Student voice and agency has not been a priority at Katandra, and although students enjoy coming to school and the SOS is extremely high, Katandra acknowledges that strengthening student voice and agency in learning is a priority. This will be done through successful implementation of an SRC, teachers implement choice and negotiation in classroom jobs, rewards and activities, opportunities for student feedback, clear roles for school captains and students having ownership over the end of term celebrations of learning. 2019 staff survey data related to these areas for focus was:	

	-Use high impact teaching strategies- 88.9% -Knowledge of high impact teaching strategies 55.6% -Promote student ownership of learning goals 44.4% -Focus on real life problems 66.7% -Use student feedback to improve practice 44.4% -Teacher skills to measure impact 55.6% -Understand how to analyse data 33.3% -Peer observations 11.1% -Understand contribution to school improvement 66.7% -Teachers seek feedback to improve practice 44.4% -Teachers believe peer feedback improves practice 44.4%	

Define Actions, Outcomes and Activities

Goal 1	Improve student outcomes in literacy and numeracy
12 Month Target 1.1	By the end of the review period 55% of students will demonstrate in band or across band learning gain for Speaking and Listening as measured by ABLES.
12 Month Target 1.2	By the end of the review period 55% of students will demonstrate in band or across band learning gain for Reading and Writing as measured by ABLES
12 Month Target 1.3	Numeracy is not a focus for 2020. As part of the 4 year strategic plan, Numeracy will be a focus in 2021 and 2022. ABLES Maths assessment is not yet finalized on the insight platform and will not be available until 2021. Working towards numeracy the incremental step for 2020 will be all classrooms implementing a dedicated numeracy session everyday into work programs. Teachers will also trial tracking students maths achievements to track student growth on the Sentral Continuum Tracker.
12 Month Target 1.4	By the end of the review period increase the percent endorsement (Prin/Teach) for the following factors: -Collective focus on student learning in the SSS from 56% (2018) to 60% (2020) -Guaranteed and viable curriculum from 29% (2018) to 50% (2020) -Moderate assessment tasks together from 50% (2018) to 55% (2020)
KIS 1 Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum and assessment program, for English and Mathematics to inform planning and classroom practice.
Actions	To drive high level progress against developing and embedding a guaranteed and viable curriculum and assessment program in 2020 Katandra will: - Implement and embed whole school English programs and assessments.
Outcomes	LEADERS WILL: 1) Work collaboratively and facilitate opportunities for all staff to build their knowledge in the Victorian Curriculum.

2) Improved instructional leadership.

TEACHERS WILL:
1) Teachers will build knowledge and understanding of new English programs to be implemented as a scope of learning.
2) All teachers will engage in development, trailing and providing feedback on English assessments and moderation process.
3) Teachers will explore and implement some High Impact Teaching Strategies relevant to the teaching of English. (Differentiation, Questioning, Multiple exposures).

ES WILL:
1) Es will build skills and knowledge to support teachers and students with Literacy block/rotations.
2) ES will build skills to support students' needs with communication to access the curriculum.

STUDENTS WILL
1) Demonstrate positive engagement in English lessons through an explicit morning block every day.
2) Engage in all aspects of English: Reading, Writing, Speaking & Listening.

Success Indicators	1) Scope and sequence of learning for literacy programs across the school. 2) Professional development resources collated: Eg all power points and handouts from meetings and spotlight on learning. Staff provide feedback to determine where knowledge and capacity has improved each term. 3) Assessment schedule and examples of classroom assessments used in English. This will include examples from the continuum tracker to demonstrate students growth.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Katandra will develop a scope and sequence of resources and activities for English to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Through PLC's all teachers will develop a pre-reading assessment that can be used alongside PM benchmarks for students that are not reading at level 1. This will align to levels A-D of the Victorian Curriculum.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Colourful semantics will be introduced as a program to develop speaking, listening and questioning skills for our students. This will require staff PD and sharing best practice through PLC's.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Hand writing without tears:The occupational therapist will support all classes by introducing handwriting without tears. All classroom will run this as a base writing program to support writing within the Victorian curriculum. Resources also purchased.	☑ Allied Health ☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
All teachers will actively participate in the inquiry cycle(clinical cycle of teaching) throughout each term on an agreed focus related to improvement of student outcomes. This will be delivered through the PLC process.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
To extend the more capable students with writing VCOP will be introduced and trialed. This will require PD and the development of a scope of implementation. Resources will also need to be purchased.	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

CPEC TRAINING: All of our students at Katandra have both expressive and receptive delays and complexities. To ensure that staff are able to meet every student's communication needs, Katandra will provide CPEC training for all staff around communication strategies and protocols to support every student at Katandra to access the curriculum.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
The Occupational Therapist, will create a screening assessment for all students writing that teachers can use to support where the students are it in regards to the Victorian Curriculum	☑ Allied Health	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Evaluating impact on learning	Build the capabilities of teachers to utilise student data to inform planning and differentiation.
Actions	Develop teacher's capacity in Data Literacy: How to analyze, monitor and moderate student assessments to generate data to inform planning.
Outcomes	LEADERS WILL: 1) Demonstrate improved capacity of instructional leadership and supporting teachers with Data Literacy. 2) Will actively research and share best practice in excellence in teaching and learning and data analysis. TEACHERS WILL: 1) Teachers will have a collaborative mindset and work collegiality on planning and assessment in English, Maths and Inquiry based learning. 2) All teachers will use the ABLES, KPAT, PM and Rip it up Reading to assess and inform students achievement against levels of the Victorian Curriculum in English. 3) Teachers will work with the LT to develop common assessment tasks (CATS) for English, Maths and potentially IBL and moderate student assessments in PLC's. 4) Teachers will actively be involved in the inquiry cycle where data and assessments will be used to inform the next steps of the clinical teaching cycle.

	ES WILL: 1) Support teachers with classroom programs and being a second set of eyes to observe students achievements and learning. 2) Demonstrate a better understanding of the assessments teachers use through supporting teachers and students when required. STUDENTS WILL: 1) Demonstrate greater engagement in all classroom activities through implementation of a student centered approach to teaching & learning based on achievement data.
Success Indicators	Evidence will include: 1) Demonstration examples of student results on the Sentral Continuum Tracker. 2) Teachers portfolio evidence from participating in the Inquiry Cycle. 3) Evidence from data walls showing student growth or from excel spread sheet data. 4) Rubrics and CATS.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers will actively participate in the inquiry cycle (clinical cycle of teaching) in PLC's. Teachers will keep a portfolio and complete templates to track evidence, growth and learning throughout each inquiry.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
CAT's (Common Assessment Tasks will be developed for English, Maths and Inquiry.	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Katandra Assessment Schedule revised with new and current assessments for 2021 or as required throughout the year.	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used
Teachers will share assessments and moderate in PLCs and in mid year and end of year performance reviews to demonstrate improvements in student learning, or determine where interventions will be put in place to support learning.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	

Goal 2	To enhance the personal and social capabilities of students
12 Month Target 2.1	By the end of the review period, 55% of students will demonstrate in band or across band learning gain for Personal and Social Capabilities as measured by ABLES.
12 Month Target 2.2	By the end of the review period the number of major incidents occurring annually will have decreased by 25% from the 2019 benchmark figure. The percentage decrease for major incidents for 2020 will be 10%.
12 Month Target 2.3	By the end of the review period improve the positive endorsement for General Satisfaction in the POS 81% (2018) to 85% (2020)
12 Month Target 2.4	By the end of the review period increase the percent endorsement (Principal/Teacher)for:: -Teacher collaboration from 48% (2018) to 55% (2020) -Collaborate to plan curriculum from 58% (2018) to 65% (2020)
KIS 1 Health and wellbeing	Develop, embed and sustain a whole school approach to the development of personal and social capabilities and the SWPBS Framework.
Actions	Develop a whole school understanding of the School Wide Positive Behavior Framework and RRRR, to further embed use within the classroom and across the school.

Outcomes	LEADERSHIP WILL: 1) Will build knowledge and capacity with Respectful Relationships to ensure consistency in delivery and implementation across the school. 2) Will role model and be instructional leaders with Tier 1,2,3 of SWPBS. TEACHER AND ES WILL: 1) There will be consistency in the delivery of SWPBS Tier 1 interventions and expectations, through explicitly teaching Tier 1 expected behaviors from the matrix. This will be shared as best practice throughout the year. 2) Staff will have increased knowledge and capacity to deliver the Respectful Relationships program. 3) Teachers and ES will all support and implement Zones of regulation. STUDENTS WILL 1) There will be an improvement in student transition across the school: between classroom to specialists, out to lunch and recess, and end of day. 2) Students will be involved in learning about explicit behaviors in Tier 1. 3) Students will be motivated by SWPBS awards, tickets and classroom programs.
Success Indicators	1) Respectful relationships lessons- Lesson plans and student work. 2) SWPBS action plan, documentation and achievements. 3) Mindfulness program developed and documented... and shown as a support intervention for tier 1. 4) Tier 1 Fidelity evidence.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Katandra will meet requirements and be awarded Fidelity for Tier 1 of SWPBS.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Zones of regulation PD: Staff will receive refresher PD on this from Leaders in term 1 through after school meetings.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
A Behaviour Support Plan will be used across the school for students who sit within Tier 2 and demonstrate major behaviours. Sentral Data and teachers strategies will inform the BSP.	☑ All Staff ☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
A whole school Mindfulness program will be developed and documented as a Tier 1 support intervention.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
A complex case and team around the child process will be established and documented for students who require a BSP and present with Tier 2 and 3 challenging behaviours.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Katandra will investigate and research whole school well-being programs that can be implemented to build students personal and social capabilities. This research will be documented and a successful program selected for implementation in 2021.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used

Goal 3	To improve student engagement in learning
12 Month Target 3.1	By the end of the review period increase the percent endorsement (Principal/Teacher) for: -Collective focus on student learning in the SSS from 56% (2018) to 63% (2020)

	-Use high impact teaching strategies from 33% (2018) to 50% (2020) -Use data for curriculum planning from 33% (2018) to 45% (2020)
12 Month Target 3.2	By the end of the review period increase the percent endorsement in the POS for Simulating Learning from 74% (2018) to 80% (2020)
KIS 1 Evidence-based high-impact teaching strategies	Build teacher knowledge and understanding of the High Impact Teaching Strategies
Actions	Develop teacher's ability to use High Impact Teaching Strategies in their daily practice. Especially in the areas of: Differentiation, Questioning and Multiple Exposures.
Outcomes	LEADERSHIP WILL: 1) Will lead staff to build knowledge and capacity with HIT's and provide feedback to Teachers on the selected HIT's in planning, peer observations and PDP reviews. 2) As instructional leaders will provide professional learning and model HIT's. TEACHERS WILL: 1) Teachers will have a PDP goal that directly links to building capacity in one or more of the high impact teaching strategies. 2) Teachers will focus on Questioning, Differentiation, and/or Multiple exposures as a minimum in the peer observation process and share learning in these areas. 3) Through teacher's weekly planning clear links to HITS will be evident in the classroom activities, learning intentions and success criteria. ES WILL: 1) Will build their general knowledge of High Impact Teaching Strategies. 2) Will read and be familiar with the teachers weekly work programs and if necessary ask questions around which HIT's are being used. STUDENTS WILL -There will be an improvement in student engagement through the focus on multiple exposures and differentiation.
Success Indicators	Evidence will include: 1) Teachers weekly work programs.

	2) Peer observation templates and notes. 3) Minutes from PLC's around HIT's. 4) Teachers PDP goal specifically aligned to HIT's and the evaluation processes, including Teacher presentations in spotlight on learning that have a HIT's component. (Questioning, Differentiation or Multiple exposures).

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers will have a goal in their PDP that aligns to building capacity in one or more areas of HITS.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
A peer observation template and journal will be developed that includes components of HIT's.	☑ Leadership Team ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Professional development will be provided for all staff on HITS.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Teachers will demonstrate examples of HITS in their weekly work programs. Leaders will review and look at teachers planning regularly through the term and provide feedback based on a rubric.	☑ Literacy Network Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers will share best practice in English, RRRR and SWPBS when presenting they will include the HITS they are working on.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

				☐ Equity funding will be used
Katandra will research/create a capacity matrix for HITS where teachers can indicate where they are at, and where they have grown against HITS over the strategic plan, and each year's goals established in PDPs.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$10,000.00	$5,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$10,000.00	$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
CPEC TRAINING: All of our students at Katandra have both expressive and receptive delays and complexities. To ensure that staff are able to meet every student's communication needs, Katandra will provide CPEC training for all staff around communication strategies and protocols to support every student at Katandra to access the curriculum.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$5,000.00
Totals			$10,000.00	$5,000.00

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
Katandra will develop a scope and sequence of resources and activities for English to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site
Colourful semantics will be introduced as a program to develop speaking, listening and questioning skills for our students. This will require staff PD and sharing best practice through PLC's.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Teaching partners ☑ Internal staff	☑ On-site
To extend the more capable students with writing VCOP will be introduced and trialed. This will require PD and the development of a scope of implementation. Resources will also need to be purchased.	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants VCOP PD	☑ On-site
CPEC TRAINING: All of our students at Katandra have both expressive and	☑ All Staff	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Cpec facilitators	☑ On-site

receptive delays and complexities. To ensure that staff are able to meet every student's communication needs, Katandra will provide CPEC training for all staff around communication strategies and protocols to support every student at Katandra to access the curriculum.		to: Term 4		☑ Timetabled Planning Day		
Zones of regulation PD: Staff will receive refresher PD on this from Leaders in term 1 through after school meetings.	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Professional development will be provided for all staff on HITS.	☑ Leadership Team	from: Term 1 to: Term 1	☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Internal staff	☑ On-site
Teachers will share best practice in English, RRRR and SWPBS when presenting they will include the HITS they are working on.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site