

# 2019 Annual Implementation Plan

## for improving student outcomes

Narre Warren North Primary School (1901)



Submitted for review by Connie Vandervoort (School Principal) on 21 November, 2018 at 08:20 PM  
Endorsed by Leonie King (Senior Education Improvement Leader) on 14 December, 2018 at 08:31 AM  
Endorsed by Cathy Maher (School Council President) on 14 December, 2018 at 08:40 AM

## Self-evaluation Summary - 2019

	<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	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	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	Embedding moving towards Excelling
	Vision, values and culture	Evolving moving towards Embedding

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

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

<b>Enter your reflective comments</b>	<p>We have worked hard this year to work on implementing the goals in the 2018 AIP. We have a clear vision on where we are heading in 2019 building upon what has been established in 2018. We have maintained consistency in a majority of areas and overall have made good improvement. The main learning this year has been around the PLC program, implementation of Action Research in Writing and the development of the draft instructional model.</p>
<b>Considerations for 2019</b>	<p>Our intent is to develop a whole school instructional model, build teacher capacity in English and Mathematics; and provide the best educational opportunities, including empowering students, giving them a voice in their learning in order to improve student engagement. In 2019 we will be implementing the Professional Learning Communities Program and the appointed Learning Specialists will be supporting teachers to improve teacher practice in English and Mathematics.</p> <p>By focusing on Building Practice Excellence, Curriculum Planning and Assessment; and Building a Culture of Student Centred Learning we will enhance teaching and learning in order to achieve our intent.</p>

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	Develop a whole school Instructional model.
<b>Target 1.1</b>	<p>Completed documentation of draft Instructional Model</p> <p>SOS: Results of School Climate variable; Collective Efficacy; and Academic Focus to be sustained or show continuous improvement using 2018 results as base line</p> <p>SATS: Results of variable; Learning Confidence and Student Motivation to be sustained or show continuous improvement using 2018 results as a base line.</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop an agreed Instructional model which contains the non-negotiables that apply to all curriculum areas.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Implement the Professional Learning Communities Inquiry Cycle to improve teacher practice
<b>Goal 2</b>	To improve student achievement in English with an emphasis on Reading and Writing.
<b>Target 2.1</b>	<p>Maintain and/or increase the percentage of students in the top two Vic Curriculum bands (A &amp; B) in Reading and Writing.</p> <p>Reduce percentage of students with low growth as identified by Naplan results in Reading and Writing.</p> <p>Increase percentage of students with high growth as identified by Naplan results in Reading and Writing.</p>
<b>Key Improvement Strategy 2.a</b>	Implement draft Writing Program based on Action research findings

Curriculum planning and assessment	
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Maintain whole school consistency in Reading.
<b>Goal 3</b>	Build a culture of student-centred learning
<b>Target 3.1</b>	<p>SATS: Results of variables; Connectedness to School; Self Regulation and Goal Setting; and Student Voice to show continuous improvement using 2017 results as base line.</p> <p>POS: Results of variables; Student Agency and Voice and Parent Communication to show continuous improvement using 2017 results as base line.</p> <p>Conduct student survey to use with focus groups (P-6) to gain feedback from students regarding student agency; 2018 Semester 1 to be used as a benchmark.</p>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Implement feedback processes - teacher to teacher; teacher to students; students to teacher.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Build social skills, emotional resilience and positive mental health and wellbeing in all students.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Develop a whole school Instructional model.	Yes	<p>Completed documentation of draft Instructional Model</p> <p>SOS: Results of School Climate variable; Collective Efficacy; and Academic Focus to be sustained or show continuous improvement using 2018 results as base line</p> <p>SATS: Results of variable; Learning Confidence and Student Motivation to be sustained or show continuous improvement using 2018 results as a base line.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>An instructional model and non negotiables for Mathematics will be implemented. A draft instructional model for Writing will be developed. There will be an improvement in Collective Efficacy; and Academic Focus in the SOS from 2018. There will be an improvement in Learning Confidence and Student Motivation in the SATS from 2018.</p>
To improve student achievement in English with an emphasis on Reading and Writing.	Yes	<p>Maintain and/or increase the percentage of students in the top two Vic Curriculum bands (A &amp; B) in Reading and Writing.</p> <p>Reduce percentage of students with low growth as identified by Naplan results in Reading and Writing.</p> <p>Increase percentage of students with high growth as identified by Naplan results in Reading and Writing.</p>	<p>55% of students to achieve the top 2 bands in Reading and 60% in Writing in the Victorian Curriculum</p> <p>Decrease low growth to 20% in Reading and 25% in Writing NAPLAN Increase high growth to 25% in Reading and 35% in Writing NAPLAN</p>

Build a culture of student-centred learning	Yes	<p>SATS: Results of variables; Connectedness to School; Self Regulation and Goal Setting; and Student Voice to show continuous improvement using 2017 results as base line.</p> <p>POS: Results of variables; Student Agency and Voice and Parent Communication to show continuous improvement using 2017 results as base line.</p> <p>Conduct student survey to use with focus groups (P-6) to gain feedback from students regarding student agency; 2018 Semester 1 to be used as a benchmark.</p>	<p>Sustain/improve Connectedness to School (80%), Self Regulation and Goal setting (90%) and Student Voice (65%) results in the student survey.</p> <p>Sustain/improve Student Agency and Voice (75%+) and Teacher Communication (80%+) in the parent opinion survey.</p> <p>Kids Matter Survey results to improve from 2018.</p>
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<b>Goal 1</b>	Develop a whole school Instructional model.	
<b>12 Month Target 1.1</b>	<p>An instructional model and non negotiables for Mathematics will be implemented.</p> <p>A draft instructional model for Writing will be developed.</p> <p>There will be an improvement in Collective Efficacy; and Academic Focus in the SOS from 2018.</p> <p>There will be an improvement in Learning Confidence and Student Motivation in the SATS from 2018.</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building practice excellence	Develop an agreed Instructional model which contains the non-negotiables that apply to all curriculum areas.	Yes
<b>KIS 2</b> Building practice excellence	Implement the Professional Learning Communities Inquiry Cycle to improve teacher practice	Yes



<p>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>	<p>In 2018 Narre Warren North PS investigated instructional models for implementation. A model for Reading has been implemented and a draft model for Mathematics was developed. This year, to further develop this goal, our school will link other areas of the curriculum, especially in English and Mathematics, to our model. As part of this process the school will identify and develop non negotiables for teaching and learning.</p> <p>In 2018 teachers participated in Action Research in Writing. In 2019 as part of the development and implementation of a school Writing Program a draft instructional model will be developed.</p> <p>Non negotiables for Mathematics will be developed in relation to teaching and learning and assessment procedures. The Mathematics Instructional Model will be unpacked with staff to include Teachers will... and Students will... This will be implemented across the school. In 2018 through walkthroughs and observations; and the development of a Maths tracker to unpack the curriculum; it was identified that a focus on improving teacher practice in Mathematics and the explicit teaching of Maths is required.</p> <p>Our new Learning Specialists will conduct walkthroughs in English and Mathematics with a focus on consistent use of the decided instructional model and elements of the model, e.g. explicit teaching.</p> <p>In 2019 we will have a large percentage of new teachers at our school. These teachers will require professional learning on our school's instructional model in areas already developed at our school to maintain consistency.</p> <p>In 2018 our school participated in professional learning on the PLC Program. This will be implemented in 2019 with Region support.</p>	
<p><b>Goal 2</b></p>	<p>To improve student achievement in English with an emphasis on Reading and Writing.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>55% of students to achieve the top 2 bands in Reading and 60% in Writing in the Victorian Curriculum</p> <p>Decrease low growth to 20% in Reading and 25% in Writing NAPLAN Increase high growth to 25% in Reading and 35% in Writing NAPLAN</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Curriculum planning and assessment</p>	<p>Implement draft Writing Program based on Action research findings</p>	<p>Yes</p>
<p><b>KIS 2</b> Curriculum planning and assessment</p>	<p>Maintain whole school consistency in Reading.</p>	<p>Yes</p>

<p>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>	<p>In 2018, Narre Warren North PS conducted Action Research into different Writing programs, with the aim of selecting or constructing a Writing program to best suit the needs of the students at our school. At the end of Term 4, teaching teams presented their Action Research findings to staff and feedback was sought regarding the elements of a successful Writing program. This feedback was used to determine the direction for 2019. Our 2018 NAPLAN data confirmed our need to establish evidence based Writing practices to improve student growth, as 30% of students made low growth in Writing. In Term 1, 2019, staff will collaboratively design whole school non-negotiables for Writing and develop a shared vision for what this program will look like in classrooms. This will include breaking down what 'Teachers will...' and 'Students will...' Once a clear direction is determined, staff will participate in professional development to ensure a clear understanding of best practice in Writing, ready to implement the program in Term 2. By the end of 2019, it is expected that staff have a shared understanding of what Writing looks like at Narre Warren North PS, and that whole school Writing non-negotiables are evident in all classrooms.</p>	
<p><b>Goal 3</b></p>	<p>Build a culture of student-centred learning</p>	
<p><b>12 Month Target 3.1</b></p>	<p>Sustain/improve Connectedness to School (80%), Self Regulation and Goal setting (90%) and Student Voice (65%) results in the student survey. Sustain/improve Student Agency and Voice (75%+) and Teacher Communication (80%+) in the parent opinion survey. Kids Matter Survey results to improve from 2018.</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Implement feedback processes - teacher to teacher; teacher to students; students to teacher.</p>	<p>Yes</p>
<p><b>KIS 2</b> Health and wellbeing</p>	<p>Build social skills, emotional resilience and positive mental health and wellbeing in all students.</p>	<p>Yes</p>

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 2018, teachers started to participate in Watching Other's Work sessions and the implementation of feedback provided to improve practice. Proformas were created in collaboration with teachers to record their WOW experiences and reflected on how the experience improved their practice. In 2019, teachers will continue to participate in the WOW process, utilising the Triad Model, with a greater emphasis on self-reflection and individual goal setting. Teachers will participate in the PLC Inquiry Model and provide feedback to team members to improve teacher practice and student outcomes. In 2018, teachers implemented feedback strategies in classrooms so students were aware of their strengths and areas for improvement. In 2019, students will continue to receive feedback from teacher's to improve their learning. Senior students will trial setting goals. In 2018, teachers worked towards consistent and accurate methods to gather effective feedback from students to improve student learning through Welcome Back Week. In 2019, Student Voice and Feedback will be a focus.

In 2018 we developed non-negotiables across the school in student wellbeing to be implemented in 2019. The Bounce Back program was investigated and the Wellbeing PLT began developing SEL planners for Semester 1. In 2019 these planners will be trialled as our consistent SEL program. The planners for Semester 2 will be developed in consultation with teacher and student feedback. The KidsMatter surveys were conducted by all students in Semester 2 2018. This data will be used to inform the SEL planning for 2019. Readiness to Learn will be implemented from the beginning of 2019 with the aim of improving student self regulation, wellbeing and engagement. Sentral has been set up to match our yard behaviour matrix to ensure incidents are being recorded consistently across the school. 2018 incident data will be used as a benchmark. In 2019 data will be monitored and compared with 2018 data at the end of the year.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Develop a whole school Instructional model.
<b>12 Month Target 1.1</b>	An instructional model and non negotiables for Mathematics will be implemented. A draft instructional model for Writing will be developed. There will be an improvement in Collective Efficacy; and Academic Focus in the SOS from 2018. There will be an improvement in Learning Confidence and Student Motivation in the SATS from 2018.
<b>KIS 1</b> Building practice excellence	Develop an agreed Instructional model which contains the non-negotiables that apply to all curriculum areas.
<b>Actions</b>	Draft Writing Instructional Model to be developed Non negotiables for Mathematics to be developed in relation to teaching and learning and assessment procedures. Walkthroughs conducted in English and Mathematics with a focus on explicit teaching and consistency of practice.
<b>Outcomes</b>	Leaders will: Deliver professional learning on the instructional model and non negotiables in Reading and Mathematics to develop consistency across the school. Facilitate workshops to develop a whole school Writing instructional model in order to improve teachers' knowledge, understanding and practice. Teachers will: Demonstrate confidence and consistency in their instructional approaches in Mathematics. Be able to articulate the key elements of the school's overall instructional model, including non negotiables and specifics for Reading and Mathematics. Demonstrate the use of the instructional model in their classrooms. Students will: Be able to articulate aspects of the ' Teachers will... and Students will...' as part of the school's instructional model.
<b>Success Indicators</b>	Documented peer and leadership observations Teachers' planning and work programs are consistent with the developed model. Improvement in student learning in Mathematics, Writing and Reading through Essential Assessment, moderated work samples, PAT Reading and Fountas and Pinnell.

	Student feedback on implementation of the instructional model, e.g. use of learning intentions and success criteria; and their learning.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Draft Mathematics Instructional Model to be unpacked with teachers. Non negotiables to be developed.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Participation of professional learning for teachers in the school's model through PLT meetings and whole school professional development.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Working party formed to develop a draft Writing Instructional Model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Learning Specialist walkthroughs in English and Mathematics focusing on improving teacher practice in explicit teaching and consistency of implementation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

				<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Implement the Professional Learning Communities Inquiry Cycle to improve teacher practice			
<b>Actions</b>	Develop PLC processes and protocols Ongoing professional learning for leadership and PLC leaders.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Participate in professional learning on the Inquiry Cycle</li> <li>Facilitate team professional learning</li> <li>Implement model, guide and support team members in the implementation of the Inquiry Cycle</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Actively participate in professional learning and the Inquiry Cycle process</li> <li>Reflect on data to identify problems of practice</li> <li>Work collaboratively</li> <li>Self reflect and implement change</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Work at their point of need and be more engaged in their learning</li> <li>Improve their ability to set their own goals</li> </ul>			
<b>Success Indicators</b>	<p>Improvement in student growth in Mathematics</p> <p>Collective responsibility in teams of cohort data as evidenced by minutes, planning documentation, reports and data collection.</p> <p>Observations and walkthroughs, including self reflection</p> <p>Documented processes and protocols</p> <p>PDP goal achieved</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Structure timetable to accommodate Professional Learning Communities	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Develop and document protocols	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Schedule professional learning for PLT leaders and staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student achievement in English with an emphasis on Reading and Writing.			
<b>12 Month Target 2.1</b>	55% of students to achieve the top 2 bands in Reading and 60% in Writing in the Victorian Curriculum  Decrease low growth to 20% in Reading and 25% in Writing NAPLAN Increase high growth to 25% in Reading and 35% in Writing NAPLAN			
<b>KIS 1</b> Curriculum planning and assessment	Implement draft Writing Program based on Action research findings			
<b>Actions</b>	Develop whole school non negotiables for Writing. Draft a Writing Program to suit NWNPS. Provide professional development for staff.			

<b>Outcomes</b>	<p>Leaders will:          Develop whole school non negotiables in collaboration with staff          Collaborate to draft a document that outlines the writing program for NWNPS          Facilitate professional learning in Writing</p> <p>Teachers will:          Develop a shared understanding of the Writing non negotiables          Use the draft Writing program to guide planning and assessment          Participate in professional development in Writing</p> <p>Students will:          Be able to articulate the learning intentions of Writing lessons and how they will know if they are successful          Understand and assess their progress and be able to articulate what they need to learn next          Demonstrate writing of different genres          Demonstrate learning growth in Writing</p>			
<b>Success Indicators</b>	<p>Documented whole school non negotiables          A draft of the agreed upon writing program          Evidence of Professional Development in the meeting schedule          Evidence of writing non negotiables in team work programs          Improved writing results</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Document the whole school non negotiables	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Construction of a writing program draft based on Action Research findings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00



	<input checked="" type="checkbox"/> Principal			<input type="checkbox"/> Equity funding will be used
Staff participate in Professional Learning sessions about the writing program to support implementation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Maintain whole school consistency in Reading.			
<b>Actions</b>	Induct new staff into the Reading Instructional Model. Continue to align reading resources with CAFE menu strategies Provide professional learning about data literacy e.g. F&P, CARS and STARS, PAT-R			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Induct new members of the team to the CAFE reading approach</li> <li>Assist staff to identify resources and then align them to the menu strategies</li> <li>Provide professional learning to staff about the purpose of assessment and facilitate moderation</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Relevant new staff to participate in CAFE induction sessions</li> <li>Implement documented whole school non negotiables</li> <li>Develop work programs consistent with the whole school instructional model</li> <li>Identify and label quality reading resources</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Be able to articulate the learning intentions of writing lessons and how they will know if they are successful</li> <li>Understand and assess their progress and be able to articulate what they need to learn next</li> <li>Know their own reading strategies and how to practice them</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Reading resource folder available for new staff induction</li> <li>Resources labelled to match CAFE menus</li> <li>Consistency in interpretation of assessments e.g. F&amp;P, CARS and STARS, PAT-R</li> <li>Improvement in student Reading growth</li> </ul>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop reading resource folder for new staff induction	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00  <input type="checkbox"/> Equity funding will be used
PLT leaders inducting new staff to the CAFE reading instructional model	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00  <input type="checkbox"/> Equity funding will be used
Resources being labelled to match CAFE menus are they are used	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Professional Learning for staff on Reading Assessments for moderation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Extend the Intervention program for students at risk	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Build a culture of student-centred learning			
<b>12 Month Target 3.1</b>	Sustain/improve Connectedness to School (80%), Self Regulation and Goal setting (90%) and Student Voice (65%) results in the student survey. Sustain/improve Student Agency and Voice (75%+) and Teacher Communication (80%+) in the parent opinion survey. Kids Matter Survey results to improve from 2018.			
<b>KIS 1</b> Empowering students and building school pride	Implement feedback processes - teacher to teacher; teacher to students; students to teacher.			
<b>Actions</b>	Revisit the purpose of Peer Observation and how to give and receive feedback to improve teacher practice. Develop consistency amongst teams in delivering teacher to student feedback.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Provide teachers with professional development on the purpose of peer observation and how to give and receive effective feedback to colleagues</li> <li>Develop protocols and allocate time for WOW's to occur</li> <li>Support staff to develop consistency within teams to deliver student feedback</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Participate in professional learning</li> <li>Participate in WOWs and implementation of feedback provided to improve practice, following protocols and act on constructive feedback</li> <li>Implement student feedback strategies consistently amongst teams, so that students have a sound understanding of their learning and can work towards setting their own individual goals</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Provide teachers with feedback to inform teaching and learning</li> <li>Set effective learning goals based on assessment and feedback given</li> <li>Participate in student led conferences in Grades 3 to 6 to communicate progress towards their goals to parents</li> </ul>			

<b>Success Indicators</b>	WOW/ Proformas and Self-Reflections PDP goals and reflections Improvement in Student Voice results in SATS. Student focus group feedback			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide professional development on the purpose of Peer Observation, Giving and Receiving Feedback and Student Voice.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Implement peer observations	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Build social skills, emotional resilience and positive mental health and wellbeing in all students.			
<b>Actions</b>	Develop and implement a Social Skills framework across the school Non negotiables implemented consistently in SEL Develop and implement 'Ready to Learn' program			
<b>Outcomes</b>	Leaders will: Continue to develop SEL planners Conduct walkthroughs on SEL lessons Provide feedback to teachers on their practice Ensure consistency of non negotiables across the school. Provide professional development in SEL and Ready to Learn programs Teachers will: Plan and implement weekly SEL lessons using school wide SEL program. Ensure non negotiables are evident in their practice			

	Participate in professional learning and implement whole school processes in SEL, Ready to Learn and Behaviour Management programs Students will: Demonstrate SEL skills in the classroom and the yard Demonstrate use of common SEL language Follow school behaviour management processes			
<b>Success Indicators</b>	Reduction in negative incidents recorded on Sentral Improvement in SATS results Increase in student participation in Bonus Play Consistency of practice - leadership walkthroughs			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Facilitate professional learning in student wellbeing for staff.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Completion, implementation and refinement of SEL planners.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
'Ready to Learn' professional learning and trialling of strategies	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,000.00  <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	\$40,000.00	\$15,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$40,000.00</b>	<b>\$15,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Extend the Intervention program for students at risk	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$40,000.00	\$15,000.00
<b>Totals</b>			<b>\$40,000.00</b>	<b>\$15,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Draft Mathematics Instructional Model to be unpacked with teachers. Non negotiables to be developed.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participation of professional learning for teachers in the school's model through PLT meetings and whole school professional development.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialist walkthroughs in English and Mathematics focusing on improving teacher practice in explicit teaching and consistency of implementation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Demonstration lessons			
Schedule professional learning for PLT leaders and staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff participate in Professional Learning sessions about the writing program to support implementation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop reading resource folder for new staff induction	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT leaders inducting new staff to the CAFE reading instructional model	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site



			<input checked="" type="checkbox"/> Demonstration lessons			
Professional Learning for staff on Reading Assessments for moderation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide professional development on the purpose of Peer Observation, Giving and Receiving Feedback and Student Voice.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement peer observations	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Facilitate professional learning in student wellbeing for staff.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
'Ready to Learn' professional learning and trialling of strategies	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site