

2019 Annual Implementation Plan

for improving student outcomes

Manifold Heights Primary School (4224)



Submitted for review by Barry Rowland (School Principal) on 21 December, 2018 at 12:21 PM
Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 05 March, 2019 at 01:25 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	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	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Embedding moving towards Excelling

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

Enter your reflective comments	Staff auditing has indicated some positive trends towards higher levels of the FISO continua. An analysis of the statement for each level is providing clarity around the next level of work for both teams and the whole staff as a community.
Considerations for 2019	Targeted areas of the FISO continua will be the focus throughout 2019. Areas moving towards embedding in particular.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>																																	
<p>Target 1.1</p>	<p>Learning growth targets</p> <ul style="list-style-type: none"> • Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment continuum/schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • 25 per cent or more of students making high relative gain. • 25 per cent or less of students making low relative gain. • Extension targets (for extending students already performing above expected standards): • <u>increases based on a ten per cent increase in percentages of Year P-6 students receiving A and B grades on individual English language modes/Mathematics Strands (teacher judgements):</u> <table border="1" data-bbox="703 788 1538 1010"> <thead> <tr> <th>English language mode/Mathematics Strand</th> <th>Average % 2014-2016</th> <th>10% increase (=Average*1.1)</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>49%</td> </tr> <tr> <td>Speaking and Listening</td> <td>37%</td> <td>41%</td> </tr> <tr> <td>Measurement & geometry</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Number & algebra</td> <td>47%</td> <td>51%</td> </tr> <tr> <td>Statistics & probability</td> <td>35%</td> <td>39%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy based on the average of the past three years' proportions • <u>For example, 10 per cent increase in percentages of Year 5 students in the top two NAPLAN Bands:</u> <table border="1" data-bbox="698 1222 1444 1337"> <thead> <tr> <th>NAPLAN dimension</th> <th>Average % 2014-2016</th> <th>10% increase (=Average*1.1)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>32%</td> </tr> </tbody> </table>	English language mode/Mathematics Strand	Average % 2014-2016	10% increase (=Average*1.1)	Reading and Viewing	54%	60%	Writing	45%	49%	Speaking and Listening	37%	41%	Measurement & geometry	38%	41%	Number & algebra	47%	51%	Statistics & probability	35%	39%	NAPLAN dimension	Average % 2014-2016	10% increase (=Average*1.1)	Reading	39%	42%	Writing	21%	23%	Numeracy	29%	32%
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	Zero percent of Year 3 and 5 students at or below the National Minimum Standards (bottom two NAPLAN Bands).
Key Improvement Strategy 1.a Building practice excellence	1. Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms - with a particular emphasis in literacy and numeracy lessons.
Key Improvement Strategy 1.b Building practice excellence	2. (Continue to) use PLCS and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.
Key Improvement Strategy 1.c Building practice excellence	3. Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model. Developing the capabilities of all members of staff and also within the student cohort.
Key Improvement Strategy 1.d Building practice excellence	4. Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses, ...)
Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.
Target 2.1	<ul style="list-style-type: none"> ● Measures identified in the new student Attitudes to School Survey related to the Effective teaching practice for cognitive engagement, Teacher-student relations, and Learner characteristics, disposition, and social engagement domains. <ul style="list-style-type: none"> ● to attain eighty-five per cent or greater positive responses to the measures of (Learner characteristics and disposition domains) <ul style="list-style-type: none"> ▪ stimulated learning, ▪ learning confidence, ▪ motivation and interest, ▪ self-regulation and goal setting ● to attain eighty per cent or greater positive responses to the measures of (Social engagement domain) <ul style="list-style-type: none"> ▪ Student Voice and Agency (66% in 2017 survey)

Key Improvement Strategy 2.a Empowering students and building school pride	5. Activate student voice, leadership and agency in own learning (FISO essential element #4).
Goal 3	Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.
Target 3.1	<ul style="list-style-type: none"> Measures have been identified in the new student Attitudes to School Survey related to the student safety and experience of bullying domains, benchmarks and establish appropriate targets. The Advocate at school factor agreement response at ninety per cent or more. Benchmarks and targets in Student Safety domain established as maintaining.
Key Improvement Strategy 3.a Health and wellbeing	6. Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																					
<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>	<p>Yes</p>	<p>Learning growth targets</p> <ul style="list-style-type: none"> • Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment continuum/schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • 25 per cent or more of students making high relative gain. • 25 per cent or less of students making low relative gain. • Extension targets (for extending students already performing above expected standards): • <u>increases based on a ten per cent increase in percentages of Year P-6 students receiving A and B grades on individual English language modes/Mathematics Strands (teacher judgements):</u> <table border="1" data-bbox="824 1114 1585 1337"> <thead> <tr> <th><u>English language mode/Mathematics Strand</u></th> <th><u>Average % 2014-2016</u></th> <th><u>10% increase (=Average*1.1)</u></th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>49%</td> </tr> <tr> <td>Speaking and Listening</td> <td>37%</td> <td>41%</td> </tr> <tr> <td>Measurement & geometry</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Number & algebra</td> <td>47%</td> <td>51%</td> </tr> <tr> <td>Statistics & probability</td> <td>35%</td> <td>39%</td> </tr> </tbody> </table>	<u>English language mode/Mathematics Strand</u>	<u>Average % 2014-2016</u>	<u>10% increase (=Average*1.1)</u>	Reading and Viewing	54%	60%	Writing	45%	49%	Speaking and Listening	37%	41%	Measurement & geometry	38%	41%	Number & algebra	47%	51%	Statistics & probability	35%	39%	<p>2019 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2018.</p> <p>Top two NAPLAN bands - 2019 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2018.</p> <p>NAPLAN Relative Growth - maintain current growth; with actions in place to achieve and reflect positive trends achieved of 'Relative Growth' from Grade 3 to 5 via cohort tracking.</p>
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<p>Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.</p>	<p>Yes</p>	<ul style="list-style-type: none"> Measures identified in the new student Attitudes to School Survey related to the Effective teaching practice for cognitive engagement, Teacher-student relations, and Learner characteristics, disposition, and social engagement domains. <ul style="list-style-type: none"> to attain eighty-five per cent or greater positive responses to the measures of (Learner characteristics and disposition domains) <ul style="list-style-type: none"> stimulated learning, learning confidence, motivation and interest, self-regulation and goal setting to attain eighty per cent or greater positive responses to the measures of (Social engagement domain) <ul style="list-style-type: none"> Student Voice and Agency (66% in 2017 survey) 	<p>In the Student Attitudes to School survey, achieve 85% or greater positive responses in each of Grade 4, 5 and 6 to the measures of:</p> <ul style="list-style-type: none"> Stimulated learning (76% in 2017, 73% in 2018) Learning confidence (77% in 2017, 81% in 2018) Motivation and interest (81% in 2017, 79% in 2018) Self regulation and goal setting (87% in 2017, 85% in 2018). <p>And likewise 70% for</p> <ul style="list-style-type: none"> Student voice and Agency (66% in 2017, 64% in 2018). 												

<p>Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.</p>	<p>Yes</p>	<ul style="list-style-type: none"> Measures have been identified in the new student Attitudes to School Survey related to the student safety and experience of bullying domains, benchmarks and establish appropriate targets. The Advocate at school factor agreement response at ninety per cent or more. Benchmarks and targets in Student Safety domain established as maintaining. 	<p>In the Student Attitudes to School survey, achieve 90% or greater positive responses in each of Grade 4, 5 and 6 to the measure of:</p> <ul style="list-style-type: none"> Advocate at school (88% in 2017, 87% in 2018) <p>And likewise 80% for</p> <ul style="list-style-type: none"> Managing bullying (79% in 2017, 75% in 2018). <p>And reducing (improving) to 15%</p> <ul style="list-style-type: none"> Experience of bullying (24% in 2017, 19% in 2018).

<p>Goal 1</p>	<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>	
<p>12 Month Target 1.1</p>	<p>2019 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2018.</p> <p>Top two NAPLAN bands - 2019 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2018.</p> <p>NAPLAN Relative Growth - maintain current growth; with actions in place to achieve and reflect positive trends achieved of 'Relative Growth' from Grade 3 to 5 via cohort tracking.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>

KIS 1 Building practice excellence	1. Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms - with a particular emphasis in literacy and numeracy lessons.	Yes
KIS 2 Building practice excellence	2. (Continue to) use PLCS and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.	Yes
KIS 3 Building practice excellence	3. Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model. Developing the capabilities of all members of staff and also within the student cohort.	Yes
KIS 4 Building practice excellence	4. Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses, ...)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>2017 School Peer Review undertaken and completed. Reviewer Report highlighted 3 goals, with 6 corresponding Key Improvement Strategies. The 3 goals and the 6 embedded related KIS are forming the basis of our School Improvement agenda.</p> <p>The 4 KIS noted here are to be integrated into all staff PDPs, team action plans, professional development planning, teacher PPDs and PLT weekly sessions for teacher teams.</p>	
Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.	
12 Month Target 2.1	<p>In the Student Attitudes to School survey, achieve 85% or greater positive responses in each of Grade 4, 5 and 6 to the measures of:</p> <ul style="list-style-type: none"> - Stimulated learning (76% in 2017, 73% in 2018) - Learning confidence (77% in 2017, 81% in 2018) - Motivation and interest (81% in 2017, 79% in 2018) - Self regulation and goal setting (87% in 2017, 85% in 2018). <p>And likewise 70% for</p>	

	- Student voice and Agency (66% in 2017, 64% in 2018).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	5. Activate student voice, leadership and agency in own learning (FISO essential element #4).	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>2017 School Peer Review undertaken and completed. Reviewer Report highlighted 3 goals, with 6 corresponding Key Improvement Strategies. The 3 goals and the 6 embedded related KIS are forming the basis of our School Improvement agenda.</p> <p>This KIS number 5 is designed to enhance student connectedness to their school, learning programs and opportunities. We feel that it is supported via our SWPBS approaches and that positive learning outcomes for individuals will follow from achievements in this area.</p>	
Goal 3	Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.	
12 Month Target 3.1	<p>In the Student Attitudes to School survey, achieve 90% or greater positive responses in each of Grade 4, 5 and 6 to the measure of:</p> <ul style="list-style-type: none"> - Advocate at school (88% in 2017, 87% in 2018) <p>And likewise 80% for</p> <ul style="list-style-type: none"> - Managing bullying (79% in 2017, 75% in 2018). <p>And reducing (improving) to 15%</p> <ul style="list-style-type: none"> - Experience of bullying (24% in 2017, 19% in 2018). 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	6. Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).	Yes

Health and wellbeing		
<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>2017 School Peer Review undertaken and completed. Reviewer Report highlighted 3 goals, with 6 corresponding Key Improvement Strategies. The 3 goals and the 6 embedded related KIS are forming the basis of our School Improvement agenda.</p> <p>Greater alignment between school values and SWPBS is the objective, as we strive to enhance positive student mental health and wellbeing.</p>	

Define Actions, Outcomes and Activities

Goal 1	-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.
12 Month Target 1.1	<p>2019 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2018.</p> <p>Top two NAPLAN bands - 2019 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2018.</p> <p>NAPLAN Relative Growth - maintain current growth; with actions in place to achieve and reflect positive trends achieved of 'Relative Growth' from Grade 3 to 5 via cohort tracking.</p>
KIS 1 Building practice excellence	1. Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms - with a particular emphasis in literacy and numeracy lessons.
Actions	<ol style="list-style-type: none"> 1. Ongoing implementation and review of the Instructional Model to embed 'High Impact Teaching Strategies' (HITS) <ul style="list-style-type: none"> Review of the Mathematics and Reading differentiated models of practice through refinement of Curriculum Planning: <ul style="list-style-type: none"> - Embed Reading Workshop Model (2018) as Instructional Model for Teaching Reading and Numeracy class model. Investigate the place of HITs and Practice Principles in the Workshop Model. Continue PD Reading approaches from Literacy Toolbox Implement workshop model – focus on explicit teaching and differentiation in Reading approaches. (Model: Explicit teaching – I do, we do, you do) Investigate the place of talk (substantive conversations) in Teaching Reading. Embed Synthetic Phonics and Multi-sensory learning approach in Prep and investigated in Grades 1-2. 2. Review Curriculum overviews. <ul style="list-style-type: none"> Scope and Sequence structures in Reading and Number (G & V curriculum). 2. Evidence-based instructional responses and classroom routines: <ol style="list-style-type: none"> i) Ensuring agreement about whole-school evidence-based approaches to Reading, Number and reducing variation of practice in line with DET Literacy and Numeracy strategy 3. Assessment: <ol style="list-style-type: none"> i) Whole school monitoring system, utilized by all year levels (COMPASS), ensuring learning progress for all is tracked ii) Provide support and moderation sessions to ensure that teachers are able to make accurate and consistent judgements in Writing (VCOP) and Numeracy.

	<ul style="list-style-type: none"> iii) Review Assessment Schedule. iv) Investigate Essential Assessments. <p>4. PLC arrangements and practices used to support embedding of MHPS Instructional Model and developing teacher capabilities in HITS and Practice Principles.</p> <p>5. Further refinements to the delivery of Victorian Curriculum capabilities - development of classroom tasks and practices, whole school curriculum plans and the sequencing of inquiry units across whole school.</p>			
Outcomes	<p>Agreed whole of school Instructional Model embedded in daily practice across P-6 classes. - which includes very specific reference and inclusive of aspects of HITS and Practice Principles, with a clear focus upon Reading and Numeracy teaching. Ongoing updates to 'Partners for success' folders. Reading practices enhanced (Literacy Leader to lead this work) via collaboratively developed documentation and resources. Professional Development for staff on effective reading and numeracy instruction (differentiation) - Literacy and Numeracy Leaders to drive this PD. Update and display learning scope and sequence planners and models for numeracy and literacy - providing for clarity and greater consistency re Victorian Curriculum (Literacy and Numeracy Teams to lead this work). Tracking of student learning progress P-6: embedded use of COMPASS across the school. Data walls created for specific communities and curriculum areas. Individual learning goals embedded into everyday practice. Professional Development linked to HITS and Practice Principles: linked with PLC coaching related work. Staff self auditing against HITS. Numeracy moderation and also Writing moderation sessions - the later against VCOP criterion (Literacy Leader to lead this work).</p>			
Success Indicators	<p>Teacher judgements against the Victorian Curriculum as reported to parents twice - midyear and end of year, in Reading and Number in particular. NAPLAN data for 2019. Staff audits against HITS continua.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>1. School Instructional Model evidently endorsed by the all staff. 2. HITS professional learning sessions facilitated throughout the year. Further documentation of agreed school reading and numeracy practices. PLC structures used to drive this work. 3. COMPASS being used routinely by staff for assessment data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$23,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

storage, analysis, referral and communication. Term Number and Writing moderation sessions conducted for staff and also within teams. 'Cold Write' scheduled and moderation sessions - writing outcomes tracked termly.	<input checked="" type="checkbox"/> Principal			
KIS 2 Building practice excellence	2. (Continue to) use PLCS and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.			
Actions	a. Ongoing refinements to PLC practices and linkage with coaching / observing / feedback arrangements (Led by PLC instructional coaches and Primary Maths Specialists). b. Use the PLC Maturity Matrix to gauge PLC status and to monitor PLC progress c. Build on previous PLC related work, to implement effective peer coaching and support, leading to reduced variability across classes of outcomes, pedagogy and curriculum. d. Create a culture of reflection and evaluation across classroom and wider school operations e. Purposeful PDP processes in place, supporting agreed 2019 school priorities (Principal and Assistant Principal to lead this work). f. Primary Maths Specialists to provide support to classroom teachers - coaching, modelling, peer observations, team teaching, mentoring, professional development session facilitation, curriculum planning, assessment support, resourcing, student conferencing,			
Outcomes	PLC 2019 model created and implemented - all classroom teachers engaged in this work, with links to PDPs. PLC coaching model for 2019 implemented. 'Growth' reflected in staff auditing (movement towards 'excelling') against the PLC maturity matrix over time. Evidence of changed pedagogy in classrooms, reflecting Instructional Model acceptance and reduce variability across classes of practice and outcomes. Online PDPs in 2019, with clear alignment to AIP strategies and goals - for all Teaching and ES staff. Primary Maths Specialists trained throughout the period of appointment and working closely with staff across P-6 each week.			
Success Indicators	Annual DET teacher surveying data. 100% of staff with PDPs, with clear AIP alignment and accountability.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Weekly PLC meetings occurring across P-6 teams. PLC 2019 model collaboratively developed and implemented. Professional Practice days utilised by staff in alignment with school priority work. Classroom observations and feedback sessions being routinely actioned via PLC Instructional Leaders and Peer Coaches. PDPs created and signed off, midcycle discussions completed and goals revisited, end of cycles completed - for all staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	3. Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model. Developing the capabilities of all members of staff and also within the student cohort.			
Actions	a. Pursue development of an effective and staff endorsed distributive INSTRUCTIONAL leadership model, which shares responsibilities, provides mentoring and professional development (Principal and Assistant Principal to lead this work). - Guidance, support and direction of improved instructional (or teaching) practice and student learning (or outcomes). b. Review leadership arrangements to provide support for whole-school leadership of Numeracy and Literacy (Implement DET Literacy and Numeracy strategy) - Literacy and Numeracy Leaders to drive this area.			
Outcomes	Mentoring programs and procedures for new staff, graduates and staff stepping up to Leadership and new roles for 2019. Literacy and Numeracy teams established across P-6: led by Leading Teacher (Literacy) and Learning Specialist (Numeracy) respectively.			
Success Indicators	Staff reflections on mentoring and leadership support arrangements. Frequency of key team meetings, documented agreed outcomes and actions.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Mentoring and induction processes in place from commencement of school year. 2019 Literacy and Numeracy Team Leaders meeting as per agreed scheduled with Leading Teacher (Literacy) and Learning Specialist (Numeracy) - resulting curriculum developments shared, assessment schedules met, moderation sessions facilitated, Instructional Models collaboratively designed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 4 Building practice excellence</p>	<p>4. Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses, ...)</p>			
<p>Actions</p>	<p>a. Investigate further possibilities around home–school- teacher-classroom online communication could be used across the whole school (investigation of expansion of possibilities with digital portfolio and assessment platforms such as FreshGrade, Google Classroom and Seesaw).</p> <p>b. Enhance efforts and arrangements which seek parent engagement and feedback with school programs and policies.</p> <p>c. Strengthen and formalise links with outside organisations, which will lead to enhance outcomes for our students – other schools, wellbeing related agencies, incursion opportunities, ICT and Inquiry studies partnerships, sporting and music, cyber safety,</p> <p>d. Implement a community supported annual plan of sequenced parent interactions – Student Reporting, Information sessions, Student Led Conferences, Parent Teacher interviews, Classroom parent helpers, Thank you morning teas, Family events such as Family BBQ, Trivia Night, Carnivale, Art Show, Concert, Batforce Information nights, Curriculum nights (ICT, VCOP, Numeracy),</p>			
<p>Outcomes</p>	<p>Investigation of expansion of Fresh Grade, Seesaw and Google Classrooms. Further use of COMPASS for wellbeing tracking. Parent use of COMPASS enhanced. Purposeful partnerships formalised which lead to learning opportunities for students. Implementation of a community supported annual plan of sequenced parent interactions. Google formats feedback from parents sought regularly after events such as Family BBQ, Carnivale.</p>			
<p>Success Indicators</p>	<p>High Parent satisfaction with home-school communications. COMPASS usage high and regularly used by all teachers.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Options such as Fresh Grade and Seesaw shared by teams and embraced. COMPASS uses for student behaviour and wellbeing tracking. Parent interaction schedule actioned as per individual components. Google feedback processes developed and used for key school events.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.			
12 Month Target 2.1	<p>In the Student Attitudes to School survey, achieve 85% or greater positive responses in each of Grade 4, 5 and 6 to the measures of:</p> <ul style="list-style-type: none"> - Stimulated learning (76% in 2017, 73% in 2018) - Learning confidence (77% in 2017, 81% in 2018) - Motivation and interest (81% in 2017, 79% in 2018) - Self regulation and goal setting (87% in 2017, 85% in 2018). <p>And likewise 70% for</p> <ul style="list-style-type: none"> - Student voice and Agency (66% in 2017, 64% in 2018). 			
KIS 1 Empowering students and building school pride	5. Activate student voice, leadership and agency in own learning (FISO essential element #4).			
Actions	<ul style="list-style-type: none"> a. Explicitly articulate the role of students in the Instructional Model (in Curriculum planning, Assessment and classroom routines) including; <ul style="list-style-type: none"> Goal setting and Feedback (teacher, self, peer) b. Review and refine the purpose and role for student leadership <ul style="list-style-type: none"> Develop an internal measure of leadership participation c. Embed peer feedback processes (Breakdown Buddies) / learning goals in Writing (VCOP), linking numeracy learning goals and collaborative learning through the investigation of and the unpacking of the Maths Continuum. d. Further investigate Essential Assessment - Reading for assessing Reading, feedback to students and individual learning goals in Reading. 			

	<p>Enhance and further develop a Positive Climate for Learning (FISO)</p> <p>a. Resource budgeting to enhance classroom spaces and the learning environment for all.</p> <p>b. Evaluation of current digital technology related teaching and resourcing across the whole school. Future ICT plans developed, budgeted and actioned.</p>			
Outcomes	<p>Instructional Model containing clear and purposeful reference to student voice (Principal and Assistant Principal to lead this work). Measurable Individual Learning Goals created and owned by students in Writing, Reading and Numeracy (Literacy and Numeracy Leaders to initiate this).</p> <p>ICT resourcing plans developed, including reference to the place of desktops, laptops and iPads - catering for Increasing flexibility in classrooms.</p> <p>Leadership training for students (in-house) and for School Captains (possibly out sourced).</p> <p>Budgeting for some replacement classroom furniture, which allows for more flexible and engaging learning spaces.</p>			
Success Indicators	<p>Learning goals created.</p> <p>ICT plans activated as finances allow.</p> <p>Purposeful Student Leader roles evident within and across the school community.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Instructional Model implemented by all staff.</p> <p>Individual Learning Goals created for students, especially those below and above the expected levels.</p> <p>Whole school ICT plan reviewed and updated.</p> <p>Student leadership training sessions conducted.</p> <p>'Furniture updating' plan resourced.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Goal 3	<p>Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.</p>			
12 Month Target 3.1	<p>In the Student Attitudes to School survey, achieve 90% or greater positive responses in each of Grade 4, 5 and 6 to the measure of: - Advocate at school (88% in 2017, 87% in 2018)</p>			

	<p>And likewise 80% for - Managing bullying (79% in 2017, 75% in 2018).</p> <p>And reducing (improving) to 15% - Experience of bullying (24% in 2017, 19% in 2018).</p>			
KIS 1 Health and wellbeing	6. Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).			
Actions	<p>a. Investigate strategies to further develop SWPBS, support ongoing Resilience Project work and Mindfulness related school procedures and classroom practices.</p> <p>b. COMPASS usage for online student incident reporting and tracking system, used by all staff routinely.</p>			
Outcomes	<p>SWPBS team and all staff - Tier 2 and 3 student related processes developed ensuring a school wide consistent approach. Up skilling of all staff with Anti Bullying strategies to support all students - Teaching and Education Support. Mindfulness approaches further embedded in all classrooms each and everyday; Professional Development provided accordingly. Mindfulness kits used in each classroom. Parent communication strategy developed and actioned to support this priority work. COMPASS use of student behaviour tracking utilised by all staff, for both in class and yard incidents. Initiate and implement whole school lessons on anti bullying (possibly outsourced).</p>			
Success Indicators	<p>SWPBS Tier 2 and 3 processes clearly in action. Student behaviour incidents decreasing in frequency and severity. Student Attitudes to School survey data trending positively.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>SWPBS Tiers 2 and 3 endorsed processes documented and actioned. Mindfulness and anti bullying Professional Development sessions delivered for staff. Mindfulness kits in all classrooms and being used routinely. COMPASS student behaviour tracking system usage embedded P-</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

6.				
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$36,000.00	\$36,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$36,000.00	\$36,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>1. School Instructional Model evidently endorsed by the all staff.</p> <p>2. HITS professional learning sessions facilitated throughout the year. Further documentation of agreed school reading and numeracy practices. PLC structures used to drive this work.</p> <p>3. COMPASS being used routinely by staff for assessment data storage, analysis, referral and communication. Term Number and Writing moderation sessions conducted for staff and also within teams. 'Cold Write' scheduled and moderation sessions - writing outcomes tracked termly.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Support services</p>	\$23,000.00	\$23,000.00
<p>Weekly PLC meetings occurring across P-6 teams. PLC 2019 model collaboratively developed and implemented.</p> <p>Professional Practice days utilised by staff in alignment with school priority work.</p> <p>Classroom observations and feedback sessions being</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>	\$10,000.00	\$10,000.00

routinely actioned via PLC Instructional Leaders and Peer Coaches. PDPs created and signed off, midcycle discussions completed and goals revisited, end of cycles completed - for all staff.				
Options such as Fresh Grade and Seesaw shared by teams and embraced. COMPASS uses for student behaviour and wellbeing tracking. Parent interaction schedule actioned as per individual components. Google feedback processes developed and used for key school events.	from: Term 1 to: Term 4		\$3,000.00	\$3,000.00
Totals			\$36,000.00	\$36,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
<p>1. School Instructional Model evidently endorsed by the all staff.</p> <p>2. HITS professional learning sessions facilitated throughout the year. Further documentation of agreed school reading and numeracy practices. PLC structures used to drive this work.</p> <p>3. COMPASS being used routinely by staff for assessment data storage, analysis, referral and communication. Term Number and Writing moderation sessions conducted for staff and also within teams. 'Cold Write' scheduled and moderation sessions - writing outcomes tracked termly.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Weekly PLC meetings occurring across P-6 teams. PLC 2019 model collaboratively developed and implemented. Professional Practice days utilised by staff in alignment with school priority work.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Classroom observations and feedback sessions being routinely actioned via PLC Instructional Leaders and Peer Coaches. PDPs created and signed off, midcycle discussions completed and goals revisited, end of cycles completed - for all staff.						
Mentoring and induction processes in place from commencement of school year. 2019 Literacy and Numeracy Team Leaders meeting as per agreed scheduled with Leading Teacher (Literacy) and Learning Specialist (Numeracy) - resulting curriculum developments shared, assessment schedules met, moderation sessions facilitated, Instructional Models collaboratively designed.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<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"/> On-site
SWPBS Tiers 2 and 3 endorsed processes documented and actioned. Mindfulness and anti bullying Professional Development sessions delivered for staff. Mindfulness kits in all	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

classrooms and being used routinely. COMPASS student behaviour tracking system usage embedded P-6.						
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