

# 2019 Annual Implementation Plan

## for improving student outcomes

Talbot Primary School (0954)



Submitted for review by Sharon Ranger (School Principal) on 14 February, 2019 at 02:14 PM  
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 14 February, 2019 at 10:26 PM  
Awaiting endorsement by School Council President

## 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	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	<p>Staff have continued to maintain focus on the goals and developing in particular strong student voice within their learning. Goal setting and feedback HITS were the main focus and have progressed both for the students and the staff. Students are fully involved in setting their goals for Reading, Writing and Number, have input into success criteria for given learning intentions and have completed several surveys during the year to provide staff with feedback. Building staff capacity has been enhanced with the purchase of SWIVL. Teachers film themselves teaching an agreed element of teaching writing which is then reviewed during PL sessions. This has been very successful as evidenced by teachers voluntarily videoing themselves and sharing videos with all staff for review and feedback..</p> <p>The teaching of writing was also a significant focus. Three teachers completed the Leading Literacy course, the Literacy coordinator did Day 1 of VCOP training and instructed the others and then all staff completed Day 2 of VCOP on assessment of writing. Weekly writing moderation starts PL sessions in addition to Cluster TIC (Teachers in Collaboration) sessions each term. We did trial cross school cluster planning days but they proved difficult to organise and expensive. The Big Write was initiated in Term 4. At the start of the Big Write week "Talk Homework" is sent home for the parents to work with their children. This has been well received and given students a chance to engage their parents in their learning. It has proved to be quite an effective strategy. Students are already reporting being more engaged with their writing.</p>
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<b>Considerations for 2020</b>	<p>Review the whole way we teach writing - move away from teaching a text type at a time to a more integrated, evidence based approach. This will be investigated.</p> <p>Develop whole school plan around the way we teach writing, a writing policy, a matrix on how we are going to measure growth (VCOP?)</p> <p>Make more explicit the link between spelling and writing. Consider how we make the connection between what the children are learning in the spelling groups and what we are teaching in our Writing lessons.</p> <p>Formalise a process for evaluating the impact of the instructional model.</p> <p>Develop procedures for students to provide feedback on the teaching and learning experience from their perspective.</p>
<b>Documents that support this plan</b>	

Draft

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise student learning growth with particular reference to Literacy, Numeracy and Science.																																																																															
<b>Target 1.1</b>	<p><b>KIS</b></p> <p><i>Build a culture of community partnership which focuses on maximising student learning.</i></p> <p><b>TARGET</b></p> <p><b>Student Outcomes:</b> Whole school average student data improvement to show at least one year's growth in each calendar year as measured by: -NAPLAN cohort growth yr 3-5</p> <table border="1"> <thead> <tr> <th rowspan="2">SUBJECT</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019 TARGET</th> </tr> <tr> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> </tr> </thead> <tbody> <tr> <td><b>GROWTH/TOP 2 BANDS</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>READING</b></td> <td>80</td> <td>27</td> <td>84</td> <td>17</td> <td>0</td> <td>0</td> <td>80</td> <td>30</td> </tr> <tr> <td><b>SPELLING</b></td> <td>70</td> <td>10</td> <td>75</td> <td>9</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td><b>WRITING</b></td> <td>40</td> <td>14</td> <td>64</td> <td>0</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td><b>G&amp;P</b></td> <td>80</td> <td>20</td> <td>67</td> <td>25</td> <td>50</td> <td>33</td> <td>80</td> <td>40</td> </tr> <tr> <td><b>NUMERACY</b></td> <td>70</td> <td>27</td> <td>63</td> <td>18</td> <td>0</td> <td>0</td> <td>70</td> <td>30</td> </tr> </tbody> </table> <p>- On Demand Yrs 3-6 -Victorian Curriculum teacher judgements</p> <p><b>Koorie outcomes:</b> all Koorie students will have at least 90% attendance <b>Involvement with outside agencies:</b> Relevant outside agencies attend at least 80% of SSG's <b>Staff opinion survey:</b></p>									SUBJECT	2016		2017		2018		2019 TARGET		M/H %	T2 %	M/H %	T2 %	M/H %	T2 %	M/H %	T2 %	<b>GROWTH/TOP 2 BANDS</b>									<b>READING</b>	80	27	84	17	0	0	80	30	<b>SPELLING</b>	70	10	75	9	100	0	80	20	<b>WRITING</b>	40	14	64	0	100	0	80	20	<b>G&amp;P</b>	80	20	67	25	50	33	80	40	<b>NUMERACY</b>	70	27	63	18	0	0	70	30
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	<p>Academic emphasis overall score to be consistently above 80%</p> <p>Teacher collaboration whole school mean to remain above 85%</p> <p>Parent &amp; community involvement whole school mean score to be above 80%</p> <p>Collective Focus on student learning whole school mean to remain above 90%</p> <p><b>Parent opinion survey:</b></p> <p>Stimulating learning whole school mean to remain above 6.0</p> <p>Learning focus whole school mean to be above 6.0</p>
<p><b>Target 1.2</b></p>	<p><b><i>KIS</i></b></p> <p><b><i>Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.</i></b></p> <p><b>TARGETS</b></p> <p>Teacher Performance and Development plans will have a goal specifically aimed at building their capacity through peer feedback and coaching. 80% of teachers will have successfully achieved their goal related to the building of teacher capacity</p> <p>Whole school instructional model will be in place that builds effective instruction and incorporates personalising learning for students.</p> <p><b>Staff opinion survey:</b> Teaching and Learning</p> <p>Setting objectives and providing feedback score to be at or above 80%</p> <p><b>FISO:</b> To be in the embedding phase of Building Practice Excellence – Collaborative, involving reflection and feedback</p>
<p><b>Target 1.3</b></p>	<p><b><i>KIS</i></b></p> <p><b><i>Design and implement a differentiated and personalised curriculum specific to the school.</i></b></p>

	<p><b>TARGETS</b></p> <p><b>Attitudes to school:</b>  Learning confidence score to be consistently above 4.3  Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5  Stimulating learning to be consistently above 4.2</p> <p><b>Student Outcomes:</b> As above  Framework for Improving Student Outcomes Published: February 2016  School-based Wellbeing/Attitudes to School surveys to show an average of 80% positive response across all questions.</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Design and implement a differentiated and personalised curriculum specific to the school, with a significant focus on improving student learning in writing.
<b>Key Improvement Strategy 1.c</b> Building communities	Build a culture of community partnership which focuses on maximising student learning.
<b>Goal 2</b>	To build a culture of intellectual engagement where student voice and self-motivation are developed through a strong learning model.
<b>Target 2.1</b>	<p><b>KIS</b></p> <p><i>Develop student capacity to take an active role in monitoring and directing their own learning, including:</i></p> <ul style="list-style-type: none"> <li><i>-learning goal setting</i></li> <li><i>-strategies and approaches to learning achievement</i></li> <li><i>-monitoring their own learning growth progress</i></li> <li><i>-structured conversations with students to explore opinion survey data</i></li> </ul>

	<p><b>TARGETS</b>  <b>Student Outcomes:</b>  Whole school average student data improvement to show at least one year's growth in each calendar year as measured by:  ? NAPLAN cohort growth yr 3-5  ? On Demand Yrs 3-6  ? Victorian Curriculum teacher judgements  Attitudes to school:  Learning confidence score to be consistently above 4.3  Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5  Stimulating learning to be consistently above 4.2</p>
<p><b>Target 2.2</b></p>	<p><b>KIS</b></p> <p><i>Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.</i></p> <p><b>TARGETS</b>  As above  Student voice to be reflected in whole school curriculum planning  SRC, with support from other school leaders, to organise and run at least 1 in school event per term and 2 broader school community events each year.</p>
<p><b>Target 2.3</b></p>	<p><b>KIS</b></p> <p><i>Developing the engagement influence of ICT through ICT scope and sequence development and an enhanced focus on professional learning support for teacher capability.</i></p>



	<p><b>TARGETS</b>  ICT scope and sequence reflected in whole school curriculum planners  Record of ongoing staff PD  Attitudes to School: student motivation to be consistently above 4.5</p>
<p><b>Key Improvement Strategy 2.a</b>  Empowering students and building school pride</p>	<p>Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.</p>
<p><b>Goal 3</b></p>	<p>To develop a whole school approach towards student wellbeing that builds learning confidence, resilience and perseverance.</p>
<p><b>Target 3.1</b></p>	<p><b><i>KIS</i></b></p> <p><b><i>Build a culture of community partnership which focuses on maximising student wellbeing.</i></b></p> <p><b>TARGETS</b>  <b>Parent Opinion Survey:</b>  Over the four year period to increase the percentage of Parent Opinion Surveys returned to 63% or above  General satisfaction to be consistently above 6.0  Student Safety &amp; Classroom Behaviour to be consistently above State means.  School Community attendance at information nights to be above 50% of families</p>
<p><b>Target 3.2</b></p>	<p><b><i>KIS</i></b></p> <p><b><i>Refine and embed a whole school approach to student well-being which incorporates:</i></b>  <b><i>-Measuring and tracking student behaviour</i></b>  <b><i>-Regular review of discipline and well-being policy</i></b></p>

	<p><i>- Embedding a sequential values based program that incorporates the Berry Street Educational Model (BSEM)</i></p> <p><b>TARGETS</b> Yearly review of Student Wellbeing and Discipline policy to have occurred</p> <p><b>Attitudes to school:</b> Classroom behaviour to be above 3.5 by the end of the strategic plan Student safety to be consistently above 4.6 Student distress and student morale to be above region and state means</p>
<p><b>Target 3.3</b></p>	<p><i><b>KIS</b></i></p> <p><i>Develop a scope and sequence with a whole school approach to ethical learning and values.</i></p> <p><b>TARGETS</b> <b>Attitudes to school:</b> Classroom behaviour to be above 3.2 2018 and 3.5 by the end of the strategic plan Student safety to be consistently above 4.6 Student distress and student morale to be above region and state means</p>
<p><b>Key Improvement Strategy 3.a</b> Building communities</p>	<p>Build a culture of community partnership which focuses on maximising student wellbeing.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																							
To maximise student learning growth with particular reference to Literacy, Numeracy and Science.	Yes	<p><b>KIS</b></p> <p><i>Build a culture of community partnership which focuses on maximising student learning.</i></p> <p><b>TARGET</b>  <b>Student Outcomes:</b>            Whole school average student data improvement to show at least one year's growth in each calendar year as measured by:            -NAPLAN cohort growth yr 3-5</p> <table border="1" data-bbox="728 954 1635 1305"> <thead> <tr> <th rowspan="2">SUBJECT</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019 TARGET</th> </tr> <tr> <th>M/H</th> <th>T2</th> <th>M/H</th> <th>T2</th> <th>M/H</th> <th>T2</th> <th>M/H</th> <th>T2</th> </tr> <tr> <th>GROWTH/TOP 2 BANDS</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>80</td> <td>27</td> <td>84</td> <td>17</td> <td>0</td> <td>0</td> <td>80</td> <td>30</td> </tr> <tr> <td>SPELLING</td> <td>70</td> <td>10</td> <td>75</td> <td>9</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td>WRITING</td> <td>40</td> <td>14</td> <td>64</td> <td>0</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td>G&amp;P</td> <td>80</td> <td>20</td> <td>67</td> <td>25</td> <td>50</td> <td>33</td> <td>80</td> <td>40</td> </tr> <tr> <td>NUMERACY</td> <td>70</td> <td>27</td> <td>63</td> <td>18</td> <td>0</td> <td>0</td> <td>70</td> <td>30</td> </tr> </tbody> </table>	SUBJECT	2016		2017		2018		2019 TARGET		M/H	T2	M/H	T2	M/H	T2	M/H	T2	GROWTH/TOP 2 BANDS	%	%	%	%	%	%	%	%	READING	80	27	84	17	0	0	80	30	SPELLING	70	10	75	9	100	0	80	20	WRITING	40	14	64	0	100	0	80	20	G&P	80	20	67	25	50	33	80	40	NUMERACY	70	27	63	18	0	0	70	30	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>* increased participation in Parent Survey - 2017 - 6 participants, 2018 - 12 participants, 2019 target - 20 participants            * NAPLAN cohort growth Yr 3-5 to be above state means            * Maintain or increase the number of students in the top 2 bands of NAPLAN from Yr 3 to Yr 5 (see table in KIS for specific 12 month targets)</p> <p>Staff opinion Survey            * positive endorsement in Academic Emphasis to be at or above 76%            * positive endorsement in Collective Efficacy to be at or above 75%            * Parent &amp; community involvement whole school mean score to be above 80%</p> <p>Parent Opinion Survey            * positive endorsement in Stimulating Learning to be at or above 80%</p>
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		<p><b>KIS</b></p> <p><b><i>Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.</i></b></p> <p><b>TARGETS</b> Teacher Performance and Development plans will have a goal specifically aimed at building their capacity through peer feedback and coaching. 80% of teachers will have successfully achieved their goal related to the building of teacher capacity</p>	<p>* Evaluation of impact of Instructional Model completed and documented * students will be providing feedback to teachers on their teaching at least once per week * student voice and agency in ATSS Yrs 4-6 result to be above 80%</p>

		<p>Whole school instructional model will be in place that builds effective instruction and incorporates personalising learning for students.</p> <p><b>Staff opinion survey:</b> Teaching and Learning Setting objectives and providing feedback score to be at or above 80%</p> <p><b>FISO:</b> To be in the embedding phase of Building Practice Excellence – Collaborative, involving reflection and feedback</p>	
		<p><b>KIS</b></p> <p><i>Design and implement a differentiated and personalised curriculum specific to the school.</i></p> <p><b>TARGETS</b></p> <p><b>Attitudes to school:</b> Learning confidence score to be consistently above 4.3 Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5 Stimulating learning to be consistently above 4.2</p> <p><b>Student Outcomes:</b> As above Framework for Improving Student Outcomes Published: February 2016 School-based Wellbeing/Attitudes to School surveys to show an average of 80% positive response across all questions.</p>	<p>ATSS</p> <ul style="list-style-type: none"> <li>* positive endorsement in Stimulating Learning to be at or above 76%</li> <li>* positive endorsement in Sense of Confidence to be at or above 86%</li> </ul> <p>Staff opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Academic Emphasis to be at or above 76%</li> <li>* positive endorsement in Collective Efficacy to be at or above 75%</li> </ul>
		<p><b>KIS</b></p> <p><i>Develop student capacity to take an active role in monitoring and directing their own learning, including: -learning goal setting</i></p>	<p>ATSS</p> <ul style="list-style-type: none"> <li>* student voice and agency in ATSS Yrs 4-6 result to be above 80%</li> <li>* positive endorsement in Stimulating Learning to be at or above 76%</li> </ul>

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	<p><b>KIS</b></p> <p><i>Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.</i></p> <p><b>TARGETS</b>  As above  Student voice to be reflected in whole school curriculum planning SRC, with support from other school leaders, to organise and run at least 1 in school event per term and 2 broader school community events each year.</p>	<p>As above</p>

		<p><b>KIS</b></p> <p><i>Developing the engagement influence of ICT through ICT scope and sequence development and an enhanced focus on professional learning support for teacher capability.</i></p> <p><b>TARGETS</b>  ICT scope and sequence reflected in whole school curriculum planners  Record of ongoing staff PD  Attitudes to School: student motivation to be consistently above 4.5</p>	<p>* positive endorsement in Student Motivation &amp; Interest to be at or above 86%</p> <p>* Evidence of ICT scope and sequence in staff planning</p> <p>* At least one documented ICT professional learning session has taken place per term</p>
		<p><b>KIS</b></p> <p><i>Build a culture of community partnership which focuses on maximising student wellbeing.</i></p> <p><b>TARGETS</b>  <b>Parent Opinion Survey:</b>  Over the four year period to increase the percentage of Parent Opinion Surveys returned to 63% or above  General satisfaction to be consistently above 6.0  Student Safety &amp; Classroom Behaviour to be consistently above State means.  School Community attendance at information nights to be above 50% of families</p>	

	<p><b>KIS</b></p> <p><i>Refine and embed a whole school approach to student well-being which incorporates:</i></p> <ul style="list-style-type: none"> <li>-Measuring and tracking student behaviour</li> <li>-Regular review of discipline and well-being policy</li> <li>- Embedding a sequential values based program that incorporates the Berry Street Educational Model (BSEM)</li> </ul> <p><b>TARGETS</b></p> <p>Yearly review of Student Wellbeing and Discipline policy to have occurred</p> <p><b>Attitudes to school:</b></p> <p>Classroom behaviour to be above 3.5 by the end of the strategic plan  Student safety to be consistently above 4.6  Student distress and student morale to be above region and state means</p>	
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<b>Goal 1</b>	To maximise student learning growth with particular reference to Literacy, Numeracy and Science.	
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>* increased participation in Parent Survey - 2017 - 6 participants, 2018 - 12 participants, 2019 target - 20 participants</li> <li>* NAPLAN cohort growth Yr 3-5 to be above state means</li> <li>* Maintain or increase the number of students in the top 2 bands of NAPLAN from Yr 3 to Yr 5 (see table in KIS for specific 12 month targets)</li> </ul> <p>Staff opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Academic Emphasis to be at or above 76%</li> <li>* positive endorsement in Collective Efficacy to be at or above 75%</li> <li>* Parent &amp; community involvement whole school mean score to be above 80%</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Stimulating Learning to be at or above 80%</li> </ul>	
<b>12 Month Target 1.2</b>	<ul style="list-style-type: none"> <li>* Evaluation of impact of Instructional Model completed and documented</li> <li>* students will be providing feedback to teachers on their teaching at least once per week</li> <li>* student voice and agency in ATSS Yrs 4-6 result to be above 80%</li> </ul>	
<b>12 Month Target 1.3</b>	<p>ATSS</p> <ul style="list-style-type: none"> <li>* positive endorsement in Stimulating Learning to be at or above 76%</li> <li>* positive endorsement in Sense of Confidence to be at or above 86%</li> </ul> <p>Staff opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Academic Emphasis to be at or above 76%</li> <li>* positive endorsement in Collective Efficacy to be at or above 75%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.	No

Building practice excellence		
<b>KIS 2</b> Curriculum planning and assessment	Design and implement a differentiated and personalised curriculum specific to the school, with a significant focus on improving student learning in writing.	Yes
<b>KIS 3</b> Building communities	Build a culture of community partnership which focuses on maximising student learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The strong focus on writing this year has shown some areas of strength but also significant areas for improvement. Staff have had significant external & internal PD in Literacy and we have already made a lot of progress in this area. This focus needs to continue, to build on what has already been done. Much has been trialed in classrooms but we have not had time to gather meaningful data or document new approaches, whilst not throwing out what was working. Anecdotal data indicates that students and parents are more engaged with writing, this now needs to be put to the test. Baseline data from 2018 indicates that 49% of students see themselves as good writers and 53% say they like writing.	
<b>Goal 2</b>	To build a culture of intellectual engagement where student voice and self-motivation are developed through a strong learning model.	
<b>12 Month Target 2.1</b>	<p>ATSS</p> <ul style="list-style-type: none"> <li>* student voice and agency in ATSS Yrs 4-6 result to be above 80%</li> <li>* positive endorsement in Stimulating Learning to be at or above 76%</li> <li>* positive endorsement in Sense of Confidence to be at or above 86%</li> <li>* positive endorsement in Student Motivation &amp; Interest to be at or above 86%</li> </ul> <p>NAPLAN</p> <ul style="list-style-type: none"> <li>* for student growth to be at or above State Means in all areas</li> <li>* for percentages of matched cohort students in the top 2 bands to increase from Yr 3 to yr 5</li> </ul>	
<b>12 Month Target 2.2</b>	As above	
<b>12 Month Target 2.3</b>	<ul style="list-style-type: none"> <li>* positive endorsement in Student Motivation &amp; Interest to be at or above 86%</li> <li>* Evidence of ICT scope and sequence in staff planning</li> <li>* At least one documented ICT professional learning session has taken place per term</li> </ul>	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.	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.	ATSS data show a small increase in student voice and agency since the introduction of student goals setting. The new instructional model also allows for students to have input into Success Criteria for given Learning Intentions. The next step is to deepen student participation in what /how they are learning to increase personalised learning. Current ATSS data shows positive endorsement: Student Voice & agency -76%, Stimulating Learning - 66%, Sense of Confidence - 83%, Student Motivation & Interest to be at or above 84%	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise student learning growth with particular reference to Literacy, Numeracy and Science.
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>* increased participation in Parent Survey - 2017 - 6 participants, 2018 - 12 participants, 2019 target - 20 participants</li> <li>* NAPLAN cohort growth Yr 3-5 to be above state means</li> <li>* Maintain or increase the number of students in the top 2 bands of NAPLAN from Yr 3 to Yr 5 (see table in KIS for specific 12 month targets)</li> </ul> <p>Staff opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Academic Emphasis to be at or above 76%</li> <li>* positive endorsement in Collective Efficacy to be at or above 75%</li> <li>* Parent &amp; community involvement whole school mean score to be above 80%</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Stimulating Learning to be at or above 80%</li> </ul>
<b>12 Month Target 1.2</b>	<ul style="list-style-type: none"> <li>* Evaluation of impact of Instructional Model completed and documented</li> <li>* students will be providing feedback to teachers on their teaching at least once per week</li> <li>* student voice and agency in ATSS Yrs 4-6 result to be above 80%</li> </ul>
<b>12 Month Target 1.3</b>	<p>ATSS</p> <ul style="list-style-type: none"> <li>* positive endorsement in Stimulating Learning to be at or above 76%</li> <li>* positive endorsement in Sense of Confidence to be at or above 86%</li> </ul> <p>Staff opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Academic Emphasis to be at or above 76%</li> <li>* positive endorsement in Collective Efficacy to be at or above 75%</li> </ul>
<b>KIS 1</b> Curriculum planning and assessment	Design and implement a differentiated and personalised curriculum specific to the school, with a significant focus on improving student learning in writing.

<b>Actions</b>	<ul style="list-style-type: none"> <li>- continue to train staff in Leading Literacy</li> <li>- 3 staff complete Harvard Data Wise course</li> <li>- Train new staff and continue to implement VCOP strategies</li> <li>- document whole school writing program including: review current scope and sequence documents/tracking documents in writing, with regard to VCOP, and add to/modify as appropriate; develop clear mapping of writing achievement and growth to better track writing; review writing elements in whole school assessment schedule</li> <li>- develop and document a process to better link spelling session with writing sessions (Make explicit connections between Words Their Way spelling and student writing)</li> <li>- Student involvement in personal learning goal setting and reflection</li> <li>- Students discuss content for the year/term and work with teachers to decide what areas are to be focused on</li> <li>- Regular focus on student data in staff and/or curriculum meetings, including reference to ILP's and intervention program results</li> <li>- Weekly focus on writing moderation at staff meetings</li> <li>- maintain involvement in TIC with cluster schools</li> <li>- provide opportunities for teachers to visit other schools, including secondary, to look at their writing programs</li> <li>- Staff to use Swivl for self and peer observations across a broader range of the curriculum, not just Writing.</li> </ul>			
<b>Outcomes</b>	<p>Teachers' planners will include opportunities for students to provide feedback to the teachers on their learning experience  Students will be able to articulate what they are learning and why.  Improved teacher accuracy and consistency in assessing writing  Student writing will reflect improvement in spelling.</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Student voice evident in planning</li> <li>- Weekly and term planners to reflect the range of abilities within each class</li> <li>- Student writing survey demonstrates an increase in student engagement in writing</li> <li>- There will be a whole school writing program documented</li> <li>- increased number of students in top 2 bands of NAPLAN writing</li> <li>- student cohort growth in NAPLAN writing above state mean</li> </ul> <p>ATSS</p> <ul style="list-style-type: none"> <li>* positive endorsement in Stimulating Learning to be at or above 76%</li> <li>* positive endorsement in Sense of Confidence to be at or above 86%</li> </ul> <p>Staff opinion Survey</p> <ul style="list-style-type: none"> <li>* positive endorsement in Academic Emphasis to be at or above 76%</li> <li>* positive endorsement in Collective Efficacy to be at or above 75%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Continue to train staff in Leading Literacy.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
3 staff complete Harvard Data Wise course.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide opportunities for teachers to visit other schools, including secondary, to look at their writing programs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Maintain involvement in TIC with cluster schools.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Weekly focus on writing moderation at staff meetings.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Regular focus on student data in staff and/or curriculum meetings.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Students discuss content for the year/term and work with teachers to decide what areas are to be focused on, and/or how the learning is going to take place, within classes.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Students will set personal learning goals as part of weekly student led conferences, with goals being updated as they are achieved.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and document a process to better link spelling sessions with writing sessions (Make explicit connections between Words Their Way spelling and student writing).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Document whole school writing program including: review current scope and sequence documents/tracking documents in writing, with regard to VCOP, and add to/modify as appropriate; develop clear mapping of writing achievement and growth to better track writing; review writing elements in whole school assessment schedule	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Continue to train staff to implement VCOP strategies, Literacy tool kit, 6+1 traits, the Stephen Graham writing model for text types.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review and document protocols and templates for peer observations and feedback.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Developing peer observations across a broader range of the curriculum, not just Writing, including using SWIVL.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building communities	Build a culture of community partnership which focuses on maximising student learning.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- use of technology to gain student and parent feedback, eg: Plickers, Class Dojo</li> <li>- provide stimulus for conversations at home about learning at school</li> <li>- Pizza night for parents to provide feedback, include an after school and a late night session, maybe breakfast?</li> <li>- provide computer access and baby sitting for parents to complete parent opinion survey</li> <li>- raise the profile of academic achievement within the school</li> <li>- publish student writing in newsletter and on Facebook page</li> <li>- Increase posts around student learning on Facebook page</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- parents will have a better understanding of, and hopefully engagement with, their child's learning</li> <li>- teacher assessments will be more accurate and consistent</li> <li>- students sense of pride in school will increase as parents engage more with their learning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* at least 20 parents to complete the Parent Survey</li> <li>* NAPLAN cohort growth Yr 3-5 to be above state means</li> <li>* for percentages of matched cohort students in the top 2 bands to increase from Yr 3 to yr 5</li> <li>NAPLAN and teacher assessment data will be more closely aligned</li> <li>Staff opinion Survey</li> <li>* positive endorsement in Academic Emphasis to be at or above 76%</li> <li>* positive endorsement in Collective Efficacy to be at or above 75%</li> <li>* Parent &amp; community involvement whole school mean score to be above 80%</li> <li>Parent Opinion Survey</li> <li>* positive endorsement in Stimulating Learning to be at or above 80%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



Use of technology to gain student feedback around specific lessons and broader educational experiences eg: Plickers, Class Dojo. Include teacher visits to other schools to see how they are doing this.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide stimulus for conversations at home about learning at school, e.g. Big Write prompts, extending into curriculum areas other than writing. These will be provided through newsletter, class dojo, facebook and specific stimulus sent home.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish parent evening for completion of Parent Opinion survey, providing computer access, child care and Pizza for parents so that they can be supported to provide feedback. Could take the form of an after school and a late night session, and/or maybe breakfast.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Raise the profile of academic achievement within the school through various means, including social media, newsletter, local papers, etc. Could include: - publish student writing in newsletter and on Facebook page - Increase posts around student learning on Facebook page.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Use of technology to gain parent feedback, eg: Plickers, Class Dojo, Seesaw, Googleforms, Survey Monkey.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build a culture of intellectual engagement where student voice and self-motivation are developed through a strong learning model.			
<b>12 Month Target 2.1</b>	ATSS * student voice and agency in ATSS Yrs 4-6 result to be above 80% * positive endorsement in Stimulating Learning to be at or above 76% * positive endorsement in Sense of Confidence to be at or above 86% * positive endorsement in Student Motivation & Interest to be at or above 86%			

	<p>NAPLAN</p> <ul style="list-style-type: none"> <li>* for student growth to be at or above State Means in all areas</li> <li>* for percentages of matched cohort students in the top 2 bands to increase from Yr 3 to yr 5</li> </ul>
<b>12 Month Target 2.2</b>	As above
<b>12 Month Target 2.3</b>	<ul style="list-style-type: none"> <li>* positive endorsement in Student Motivation &amp; Interest to be at or above 86%</li> <li>* Evidence of ICT scope and sequence in staff planning</li> <li>* At least one documented ICT professional learning session has taken place per term</li> </ul>
<b>KIS 1</b> Empowering students and building school pride	Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- develop a structure for students to provide regular feedback to teachers</li> <li>- discuss upcoming topics with students before planning to ensure students have a say on the focus</li> <li>- continue to refine student led goal setting</li> <li>- principal to meet with SRC at least once each term to discuss plans for the school and gain student feedback</li> <li>- create and document a whole school ICT scope and sequence</li> <li>- time is set aside in PL sessions for building staff capacity in ICT</li> <li>- next gen ICT hardware and software are purchased to ensure students can use their coding skills in an engaging way</li> </ul>
<b>Outcomes</b>	<p>Students will be more adept at providing appropriate and timely feedback.</p> <p>Students will be more engaged in work presented.</p> <p>Teachers will actively seek feedback from students.</p> <p>SRC will more active around the school if they feel like their ideas might be acted on.</p>
<b>Success Indicators</b>	<p>ATSS</p> <ul style="list-style-type: none"> <li>* student voice and agency in ATSS Yrs 4-6 result to be above 80%</li> <li>* positive endorsement in Stimulating Learning to be at or above 76%</li> <li>* positive endorsement in Sense of Confidence to be at or above 86%</li> <li>* positive endorsement in Student Motivation &amp; Interest to be at or above 86%</li> </ul> <p>NAPLAN</p>

\* for student growth to be at or above State Means in all areas  
 \* for percentages of matched cohort students in the top 2 bands to increase from Yr 3 to yr 5

Activities and Milestones	Who	Is this a PL Priority	When	Budget
- develop a structure for students to provide regular feedback to teachers, possibly involving technology, e.g. Plickers, Class dojo.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
- discuss upcoming topics with students before planning to ensure students have a say on the focus and the way the topics will be explored.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
- continue to refine student led goal setting	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
- principal to meet with SRC at least once each term to discuss plans for the school and gain student feedback	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
- create and document a whole school ICT scope and sequence	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used

- time is set aside in PL sessions for building staff capacity in ICT	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
- next gen ICT hardware and software are purchased to ensure students can use their coding skills in an engaging way	<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
Key staff attend PD and visit other schools around the use of technology in engaging, authentic and purposeful ways within the classroom.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" 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	\$42,000.00	\$35,600.00
Additional Equity funding	\$158,150.00	\$120,000.00
<b>Grand Total</b>	<b>\$200,150.00</b>	<b>\$155,600.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue to train staff in Leading Literacy.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
3 staff complete Harvard Data Wise course.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$7,000.00
Provide opportunities for teachers to visit other schools, including secondary, to look at their writing programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00
Maintain involvement in TIC with cluster schools.	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$1,000.00

	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Develop and document a process to better link spelling sessions with writing sessions (Make explicit connections between Words Their Way spelling and student writing).	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"/> Support services	\$1,000.00	\$500.00
Document whole school writing program including: review current scope and sequence documents/tracking documents in writing, with regard to VCOP, and add to/modify as appropriate; develop clear mapping of writing achievement and growth to better track writing; review writing elements in whole school assessment schedule	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Continue to train staff to implement VCOP strategies, Literacy tool kit, 6+1 traits, the Stephen Graham writing model for text types.	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"/> CRT	\$5,000.00	\$5,000.00
Review and document protocols and templates for peer observations and feedback.	from: Term 1 to: Term 4	<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"/> CRT	\$1,000.00	\$500.00
Developing peer observations across a broader range of the curriculum, not just Writing, including using SWIVL.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00

Use of technology to gain student feedback around specific lessons and broader educational experiences eg: Plickers, Class Dojo. Include teacher visits to other schools to see how they are doing this.	from: Term 1 to: Term 4	<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"/> CRT <input checked="" type="checkbox"/> Assets	\$4,000.00	\$4,000.00
- create and document a whole school ICT scope and sequence	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,000.00	\$500.00
- next gen ICT hardware and software are purchased to ensure students can use their coding skills in an engaging way	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$3,000.00	\$3,000.00
Key staff attend PD and visit other schools around the use of technology in engaging, authentic and purposeful ways within the classroom.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,000.00	\$100.00
<b>Totals</b>			\$42,000.00	\$35,600.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional ES to support individual needs of students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$60,000.00	\$60,000.00
Additional teaching staff to meet student individual needs.	from: Term 1		\$98,150.00	\$60,000.00

	to: Term 4			
<b>Totals</b>			\$158,150.00	\$120,000.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue to train staff in Leading Literacy.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Leading Literacy for Networks Bastow course
3 staff complete Harvard Data Wise course.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Nth Melbourne
Provide opportunities for teachers to visit other schools, including secondary, to look at their writing programs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Departmental resources Other school staff	<input checked="" type="checkbox"/> Off-site Various schools
Maintain involvement in TIC with cluster schools.	<input checked="" type="checkbox"/> All Staff	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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Cluster schools

Weekly focus on writing moderation at staff meetings.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Regular focus on student data in staff and/or curriculum meetings.	<input checked="" type="checkbox"/> All Staff	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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Develop and document a process to better link spelling sessions with writing sessions (Make explicit connections between Words Their Way spelling and student writing).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Document whole school writing program including: review current scope and sequence documents/tracking documents in writing, with regard to VCOP, and add to/modify as appropriate; develop clear mapping of writing achievement and growth to better track writing; review writing elements in	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy toolkit	<input checked="" type="checkbox"/> On-site

whole school assessment schedule						
Continue to train staff to implement VCOP strategies, Literacy tool kit, 6+1 traits, the Stephen Graham writing model for text types.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review and document protocols and templates for peer observations and feedback.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Developing peer observations across a broader range of the curriculum, not just Writing, including using SWIVL.	<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"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use of technology to gain student feedback around specific lessons and broader educational experiences eg: Plickers, Class Dojo. Include teacher visits to other schools to see how they are doing this.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

- time is set aside in PL sessions for building staff capacity in ICT	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Key staff attend PD and visit other schools around the use of technology in engaging, authentic and purposeful ways within the classroom.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Teaching partners <input checked="" type="checkbox"/> External consultants As needed relating to new technologies	<input checked="" type="checkbox"/> Off-site TBA