

2019 Annual Implementation Plan

for improving student outcomes

Grovedale Primary School (0283)



Submitted for review by Kathy Wesolowski (School Principal) on 21 December, 2018 at 01:17 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 24 January, 2019 at 01:43 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

Grovedale Primary School (0283)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving	
	Curriculum planning and assessment	Emerging moving towards Evolving	
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving	
	Evaluating impact on learning	Evolving	
Professional leadership	Building leadership teams	Evolving	
	Instructional and shared leadership	Emerging moving towards Evolving	
	Strategic resource management	Evolving	
	Vision, values and culture	Emerging moving towards Evolving	
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving	
	Setting expectations and promoting inclusion	Emerging moving towards Evolving	
	Health and wellbeing	Evolving	
	Intellectual engagement and self-awareness	Evolving	
Community engagement in learning	Building communities	Emerging moving towards Evolving	
	Global citizenship	Emerging moving towards Evolving	
	Networks with schools, services and agencies	Evolving	
	Parents and carers as partners	Evolving	

Enter your reflective comments

Throughout the School Review process in 2018 we were able to identify a range of improvements we are working towards over the next four years. The School Improvement Team has been pleased with the improvement practices developed in reading as a result of professional learning and in 2019 the Reading Instructional Model (developed) in term 3, 2018 will be embedded across all classrooms. Our NAPLAN Reading, Fountas & Pinnell and PAT Reading data has all shown improvement and we believe the evidence-based practices will continue to deliver desirable results in 2019. Our current focus on improved mathematics practices learnt through the Leading Mathematics professional learning in 2018 has commenced and will be a major focus in 2019 with our successful

	<p>inclusion in the Primary and Mathematics and Science Specialists program over the next two years. Furthermore, the SIT participated in the Literacy Data, Assessment and Practice professional learning and will develop an instructional model for writing under the guidance of our literacy leader in 2019. Improved practices and consistency across the school will also see gains in this learning area. Our review also identified Student Voice and Agency as a focus area for future development. We have already invested heavily in technology for 2019 and aim to utilise applications such as SeeSaw and Google Classroom to further engage students in their learning journey. CITW/HITS have also been further embedded in the practices of our teachers and they all successfully created an environment for learning and are developing improved reflective, explicit teaching and meta cognitive practices. Our students have identified that our teacher know what they are teaching and the students understand the expectations of the learning and the high expectations of the school. This year we employed three new teachers which included two graduates who have been mentored through their VIT and also our improved reading practices.</p>
<p>Considerations for 2020</p>	<ul style="list-style-type: none"> - PMSS - Development of an instructional model for writing and mathematics - Commencement of proficiency scale development in mathematics for newly developed assessment tasks which take into account the four mathematics proficiencies - Guaranteed and viable curriculum development in mathematics, reading and writing to commence - Improved use of technology to enable greater student voice and agency - Employment of two new graduate teachers
<p>Documents that support this plan</p>	

Draft

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																
To enhance point of need teaching to maximise student learning outcomes.	Yes	<p><i>Increase the percentage of students in the top two bands of NAPLAN in Years three and five to be at or above the baseline taken from the three-year average (2015–17) as indicated in below</i></p> <ul style="list-style-type: none"> • Numeracy - year 3, 30% to year 5, 22% • Reading - year 3, 43% to year 5, 31% • Writing - year 3, 52% to year 5, 16% 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Our target is to surpass the average baseline figures from 2015-17 in Numeracy, Reading and Writing on NAPLAN.</p>																
		<p><i>NAPLAN Year three to five relative growth percentages to indicate that 80 percent or more of students are showing medium or high growth.</i></p>	<p>We aim to achieve 80% high to medium growth in NAPLAN Reading, Writing and Numeracy from Year 3 to Year 5.</p>																
		<p><i>Increase the percentage of students achieving above the expected level according to Teacher Judgements, compared to the three-year average (2014–16) as indicated in the table below:</i></p> <table border="1" data-bbox="816 1062 1724 1272"> <thead> <tr> <th></th> <th>Years P–6</th> <th></th> <th>Years P–6</th> </tr> </thead> <tbody> <tr> <td>Reading & viewing</td> <td>39 per cent</td> <td>Measurement & geometry</td> <td>13 per cent</td> </tr> <tr> <td>Writing</td> <td>21 per cent</td> <td>Number & algebra</td> <td>20 per cent</td> </tr> <tr> <td>Speaking & Listening</td> <td>12 per cent</td> <td>Statistics & probability</td> <td>10 per cent</td> </tr> </tbody> </table>		Years P–6		Years P–6	Reading & viewing	39 per cent	Measurement & geometry	13 per cent	Writing	21 per cent	Number & algebra	20 per cent	Speaking & Listening	12 per cent	Statistics & probability	10 per cent	<p>Our target is to surpass the average baseline figures for teacher reporting judgements from 2015-17 in the learning areas of English and Mathematics.</p>
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Goal 1	To enhance point of need teaching to maximise student learning outcomes.	
12 Month Target 1.1	Our target is to surpass the average baseline figures from 2015-17 in Numeracy, Reading and Writing on NAPLAN.	
12 Month Target 1.2	We aim to achieve 80% high to medium growth in NAPLAN Reading, Writing and Numeracy from Year 3 to Year 5.	
12 Month Target 1.3	Our target is to surpass the average baseline figures for teacher reporting judgements from 2015-17 in the learning areas of English and Mathematics.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning.	Yes
KIS 2 Building practice excellence	Refine practices for interventions in literacy and numeracy.	Yes
KIS 3 Evaluating impact on learning	Develop the capacity of leaders to support teacher assessment and planning for individual student needs.	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>KIS 1 - Determining the point of need for our students is crucial to develop a plan to improve individual student outcomes. Refining our assessment practices will be the first step in this process.</p> <p>KIS 2 - We will continue to utilise early years literacy intervention and through PMSS we will identify intervention practices in mathematics.</p> <p>KIS 3 - In the first semester we will be developing an instructional model for writing and this will also relate to assessment and planning practices. Furthermore, through PMSS we will refine practices in mathematics during the second semester.</p>	
Goal 2	Embed and sustain excellence in teaching and learning to achieve student learning growth.	
12 Month Target 2.1	To achieve improved results in comparison to the 2017 Staff Opinion Survey benchmark levels for the following factors: 2017 (2018)	

Curriculum planning and assessment		
KIS 2 Building practice excellence	Develop the digital capabilities of students and staff.	Yes
KIS 3 Curriculum planning and assessment	Explore opportunities for increased inquiry and STEAM learning.	Yes
KIS 4 Curriculum planning and assessment	Further develop regular goal setting practices with students and sharing of progress with families.	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>KIS 1 - We will commence development of a guaranteed and viable curriculum in writing and mathematics, and improving the amount of student voice and agency in writing, inquiry and mathematics.</p> <p>KIS 2 - We have purchased a range of technology which will be unveiled in classrooms in 2019.</p> <p>KIS 3 - We will be involved in a Science Challenge in Term 3, and also investigate other extension and enrichment ideas.</p> <p>KIS 4 - Through the increased use of technology our students will be utilising SeeSaw and/or Google Classroom to share and track their personal learning goals.</p>	

Define Actions, Outcomes and Activities

Goal 1	To enhance point of need teaching to maximise student learning outcomes.			
12 Month Target 1.1	Our target is to surpass the average baseline figures from 2015-17 in Numeracy, Reading and Writing on NAPLAN.			
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12 Month Target 1.3	Our target is to surpass the average baseline figures for teacher reporting judgements from 2015-17 in the learning areas of English and Mathematics.			
KIS 1 Evaluating impact on learning	Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning.			
Actions	Utilise English Online Interview (EOI), Mathematics Online Interview (MOI), NAPLAN and Progressive Achievement Tests (PAT) data to evaluate teaching programs and practices.			
Outcomes	Teachers will analyse data in Professional Learning Community (PLC) Meetings to identify strengths, misconceptions and challenges according to the data, and adjust their planning to suit student needs. Practices will be developed through Professional Learning Team (PLT) and PLC Meetings.			
Success Indicators	Changes to planning documents in light of data analysis evidence through PLC Meeting Minutes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchasing annual PAT Online subscription. Professional learning for teacher to ensure they administer the tests effectively. Data will be collated and analysed during PLC Meetings. School practices and programs will be evaluated in light of the annual data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,085.00 <input checked="" type="checkbox"/> Equity funding will be used
SPA annual subscription. Professional learning for team leaders to ensure data is accessed and utilised for teaching and learning improvement. Data will be collected and collated inline with the Assessment Schedule. Data will be analysed during PLC Meetings. School practices and programs will be evaluated in light of the annual data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Refine practices for interventions in literacy and numeracy.			
Actions	Literacy intervention in years 1 and 2. Numeracy coaching across all classes. School-based Speech Pathologist.			
Outcomes	Improved student learning outcomes and development of reading strategies for those at risk in Years 1 and 2. Developing reading strategy teaching with graduate teachers. Improved teaching and learning in reading for all graduate teachers through individual coaching and mentoring. Improved teaching and learning in mathematics for all teachers through individual coaching and mentoring. Improved speech and language skills for our early years students.			
Success Indicators	Individual student growth in reading. Consistent practices in teaching reading strategies. Developing improved practices in mathematics teaching and learning. Improved speech and language skills for our early years students.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Literacy intervention will be available for Year 1 and 2 students who have been identified by the team leader and intervention instructors. The focus will be on reading intervention in a 1-on-1 setting, twice per week, for 30 minutes. The instructor will work in conjunction with the classroom teachers.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Reading coaching will be provided for our graduate teachers by our Literacy Leader who will be released from their classroom teaching role once per week throughout the majority of the first term. This will support the consistent implementation of our Reading Instructional Model.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Our two Primary Mathematics and Science Specialist program teachers will be released from their 0.5 teaching roles to attend 13 days of professional learning throughout the year. Casual Relief Teachers will be employed to cover their teaching where necessary.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Our School-based Speech Pathologist will work with Foundation students who were identified during the pre-prep screening as requiring some initial assistance. The students will work in small groups completing games and activities to support their language development.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 3 Evaluating impact on learning	Develop the capacity of leaders to support teacher assessment and planning for individual student needs.			
Actions	Balanced Leadership for new and developing leaders. PMSS developing assessment and planning practices.			
Outcomes	Improved leadership and change management skills. Refined assessment in mathematics and modified planning to suit needs.			
Success Indicators	Student driven assessment tasks. Multiple modes of assessment. Flexible planning documents. Students will complete learning experiences determined by their ZPD.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget															
Up to three of our teachers who have taken on new or leadership roles will complete the McREL Balanced Leadership professional learning over 6 days.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,600.00 <input checked="" type="checkbox"/> Equity funding will be used															
Goal 2	Embed and sustain excellence in teaching and learning to achieve student learning growth.																		
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KIS 1 Evidence-based high-impact teaching strategies	Define and consistently implement a whole school instructional model, incorporating curricular approaches.			
Actions	Develop an instructional model for writing and mathematics. Upskill staff in literacy and numeracy practices through PLT Meetings. Utilise leadership capacity to consistently implement school programs.			
Outcomes	An instructional model for writing and mathematics. Improved teaching practices in writing and mathematics.			
Success Indicators	Consistent practices in writing and mathematics pedagogy.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Over the first semester we will develop a Writing Instructional Model. Teachers will be upskilled on the 6+1 Writing Traits and the Writers Workshop during PLT Meetings which will form the basis of the model. The staff who completed Literacy Data and Assessment Program in 2018 will also assist with the implementation. CRT days will also be required to release teachers to assist with the development of the model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
6+1 Writing Traits Resources will be purchased and used to support the development of our Writing Instructional Model and professional learning.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Continue to build teacher and leadership capacity, including through the implementation of Leading Literacy and Leading Numeracy (or similar) professional learning programs.			
Actions	Develop an instructional model for writing and mathematics. Upskill staff in literacy and numeracy practices through PLT Meetings. Utilise leadership capacity to consistently implement school programs.			
Outcomes	An instructional model for writing and mathematics. Improved teaching practices in writing and mathematics.			
Success Indicators	Consistent practices in writing and mathematics pedagogy.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Writing Instructional Model will be developed (see previous for details).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

We will develop a Mathematics Instructional Model throughout the second semester which outlines how we teach mathematics at our school. We will utilise the expertise of our PMSS staff and upskill staff during PLT Meetings. Leadership will assist with the development and implementation of the model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used																				
Writing practices will be enhanced during PLT Meetings to develop expertise.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used																				
Mathematics practices will be enhanced during PLT Meetings to develop expertise.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used																				
KIS 3 Evidence-based high-impact teaching strategies	Strengthen the implementation of high impact teaching strategies, including Classroom Instruction that Works (or similar) and continued participation in the Community of Practice.																							
Actions	PLC Teams will identify a HITS/CITW strategy for each cycle. All teachers and leaders to participate in CoP activities. Teachers respond to Pivot survey data by making positive changes to their teaching practice.																							
Outcomes	HITS/CITW will continue to be embedded across all classes. Consistent implementation of HITS/CITW.																							
Success Indicators	Evidence of HITS/CITW in all classes and planning documents. Teachers utilising Pivot data and improvements to their practice.																							
Activities and Milestones	Who	Is this a PL Priority	When	Budget																				
Our Community of Practice (CoP) with Mandama, Roslyn and South Geelong Primary Schools will continue and we will provide teachers with the required resources to actively participate in the term meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used																				
PLC Meetings will continue to be a major focus throughout 2019.	<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																				
Goal 3	To enhance student agency within a defined, whole school curriculum.																							
12 Month Target 3.1	To achieve improved results in comparison to the 2017 Staff Opinion Survey benchmark levels for the following factors:																							
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12 Month Target 3.3	To achieve improved results in comparison to the 2017 Parent Opinion Survey benchmark levels for the following factors:																							
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KIS 1 Curriculum planning and assessment	Develop an agreed and consistently implemented curriculum framework, with a focus on student agency.																							
Actions	Commence the development our guaranteed and viable curriculum for writing and mathematics. Students will actively engage in decisions involving the direction of learning in inquiry based learning and writing units. Teachers will plan units of which will allow students to feel empowered and involved in the learning process.																							
Outcomes	Co-designed authentic learning tasks by utilising democratic principles. Students will participate in authentic learning tasks.																							
Success Indicators	Improved ATOS results.																							
Activities and Milestones	Who	Is this a PL Priority	When	Budget																				
We will commence the development of proficiency scales in mathematics using the expertise of our PMSS teachers, VCAA documents and the Victorian Curriculum. We will also collaborate with our CoP and PMSS schools.	<input checked="" type="checkbox"/> Numeracy Leader <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																				
Co-designed units of work in inquiry and writing through the analysis of data in PLC Meetings which include student interests and prior knowledge.	<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																				
KIS 2 Building practice excellence	Develop the digital capabilities of students and staff.																							
Actions	Provide students and teachers with greater access to current technology.																							
Outcomes	Students will be further engaged in learning tasks through the use of technology. Teachers will explore new learning tasks through the use of technology.																							
Success Indicators	Improved ATOS results.																							
Activities and Milestones	Who	Is this a PL Priority	When	Budget																				
Student learning goals will be tracked online using tools such as SeeSaw or Google Classroom to demonstrate progression and create a digital portfolio.	<input checked="" type="checkbox"/> Leadership Team <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																				
KIS 3 Curriculum planning and assessment	Explore opportunities for increased inquiry and STEAM learning.																							
Actions	Involvement in Deakin University Science Challenge. Participate in BioLab sessions for Year 5/6 students.																							

Outcomes	Students to further development scientific approaches through their involvement in the Science Challenge. Increased ability to think critically and creatively. Community involvement in the Science Challenge.			
Success Indicators	Improved ability for students to complete extended learning tasks. Engagement in science and problem solving.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
During term 3, we will host a Family Science Night to celebrate our inquiry units and support the Science Challenge.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Our students will be participating in a Science Challenge coordinated by Deakin University which involves small groups creating a science poster which will be entered in a school and then local competition.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 4 Curriculum planning and assessment	Further develop regular goal setting practices with students and sharing of progress with families.			
Actions	Students to utilise SeeSaw/Google Classroom for goal setting and tracking. Student Led Conferences in Terms 1 and 3. Developing improved understanding of SMART goals.			
Outcomes	Increased parental involvement in the learning process. Increased student engagement in goal setting and monitoring. Improved teacher capacity to set and monitor student goals.			
Success Indicators	All students and teachers using SeeSaw/Google Classroom for goal setting and tracking. The majority of parents accessing student learning goals.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Progressive student learning goals published on SeeSaw/Google Classroom.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$59,885.00	\$59,885.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$59,885.00	\$59,885.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Purchasing annual PAT Online subscription. Professional learning for teacher to ensure they administer the tests effectively. Data will be collated and analysed during PLC Meetings. School practices and programs will be evaluated in light of the annual data.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,085.00	\$2,085.00
SPA annual subscription. Professional learning for team leaders to ensure data is accessed and utilised for teaching and learning improvement. Data will be collected and collated inline with the Assessment Schedule. Data will be analysed during PLC Meetings. School practices and programs will be evaluated in light of the annual data.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Literacy intervention will be available for Year 1 and 2 students who have been identified by the team leader and intervention instructors. The focus will be on reading intervention in a 1-on-1 setting, twice per week, for 30 minutes. The instructor will work in conjunction with the classroom teachers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,500.00	\$8,500.00
Reading coaching will be provided for our graduate teachers by our Literacy Leader who will be released from their classroom teaching role once per week throughout the majority of the first term. This will support the consistent implementation of our Reading Instructional Model.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,800.00	\$2,800.00
Our two Primary Mathematics and Science Specialist program teachers will be released from their 0.5 teaching roles to attend 13 days of professional learning throughout the year. Casual Relief Teachers will be employed to cover their teaching where necessary.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> CRT	\$10,400.00	\$10,400.00
Our School-based Speech Pathologist will work with Foundation students who were identified during the pre-prep screening as requiring some initial assistance. The students will work in small groups completing games and activities to support their language development.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$12,000.00	\$12,000.00
Up to three of our teachers who have taken on new or leadership roles will complete the McREL Balanced Leadership professional learning over 6 days.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,600.00	\$15,600.00

Over the first semester we will develop a Writing Instructional Model. Teachers will be upskilled on the 6+1 Writing Traits and the Writers Workshop during PLT Meetings which will form the basis of the model. The staff who completed Literacy Data and Assessment Program in 2018 will also assist with the implementation. CRT days will also be required to release teachers to assist with the development of the model.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
6+1 Writing Traits Resources will be purchased and used to support the development of our Writing Instructional Model and professional learning.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,500.00	\$2,500.00
Our Community of Practice (CoP) with Mandama, Roslyn and South Geelong Primary Schools will continue and we will provide teachers with the required resources to actively participate in the term meetings.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Catering	\$500.00	\$500.00
During term 3, we will host a Family Science Night to celebrate our inquiry units and support the Science Challenge.	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Catering	\$1,000.00	\$1,000.00
Our students will be participating in a Science Challenge coordinated by Deakin University which involves small groups creating a science poster which will be entered in a school and then local competition.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Totals			\$59,885.00	\$59,885.00

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
Reading coaching will be provided for our graduate teachers by our Literacy Leader who will be released from their classroom teaching role once per week throughout the majority of the first term. This will support the consistent implementation of our Reading Instructional Model.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Our two Primary Mathematics and Science Specialist program teachers will be released from their 0.5 teaching roles to attend 13 days of professional learning throughout the year. Casual Relief Teachers will be employed to cover their teaching where necessary.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site Melbourne, CBD
Up to three of our teachers who have taken on new or leadership roles will complete the McREL Balanced Leadership professional learning over 6 days.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants McREL & AEU	<input checked="" type="checkbox"/> Off-site Roslyn PS