**2019 Annual Implementation Plan**

Submitted for review by Marnie Cooper (School Principal) on 05 December, 2018 at 10:54 AM  
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 20 December, 2018 at 02:49 PM  
Endorsed by Paul Baldwin (School Council President) on 21 December, 2018 at 07:32 AM

**for improving student outcomes**

Delacombe Primary School (5201)



**Self-evaluation Summary - 2019**

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

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| **Professional leadership** |  | Building leadership teams | Evolving moving towards Embedding |
|  | Instructional and shared leadership | Evolving moving towards Embedding |
|  | Strategic resource management | Embedding |
|  | Vision, values and culture | Embedding |

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

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

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| **Enter your reflective comments** | Our goals were partially met in most areas and on an upward trajectory. We have begun to explore Goal 3/student leadership,voice and agency with all staff. The use of student data is not as strong as it should be. The shared pedagogical understandings and analysis of student data, should be changing practice. |
| **Considerations for 2019** | Challenges will include:leadership instability, 7 new staff (five 1st year grads), the succession plan being continued and the shared understandings of our goals. Stronger use of data-therefore professional learning around data analysis needs to be considered. The implementation of shared construction of success criteria is already being trialled. |
| **Documents that support this plan** | Delacombe Primary School Template (PPT).pptx (0.47 MB) |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise learning outcomes and learning growth in literacy for all students F-6 | Yes | By 2022 the percentage of students F-6 assessed at or above the national minimum standard in reading Teacher Judgements will increase from 87% to 95%. | Teacher judgement outcomes will increase to 90% in reading. |
| By 2022 the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in reading to increase from 59% to 70% and 28% to 40% respectively. | Top 2 NAPLAN bands in reading to increase to 62% and 32% respectively. |
| By 2022 the percentage of Year 5 students (matched cohort) assessed as 'high growth' in NAPLAN reading will increase from 12% to 25% or higher. | High growth in Grade 5 Naplan reading will increase to 16%. |
| By 2022 Improve the percentage of positive endorsement on SSS *school climate* module for *collective efficacy* from 64% to 85% over the four years of the SSP. | Collective efficacy will increase to 69% in 2019. |
| To maximise learning outcomes and learning growth in numeracy for all students F-6 | Yes | By 2022 the percentage of students in Years 3 achieving in the top 2 NAP bands in Numeracy to be maintained at 49% and Year 5 students achieving in the top two bands will increase from 13% to a minimum of 25%. | Maintain grade 3 Naplan percentage and increase Year 5 to 17% ibn the top two bands. |
| By 2022 the percentage of Year 5 students assessed as medium-high relative growth in NAPLAN numeracy to be 80%. | Grade 5 medium-high relative growth in NAPLAN numeracy to be 80%. |
| By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in numeracy according to teacher judgements, to be equal or above that of similar schools. | 90% at or above expected level according to teacher judgements. |
| By 2022 Improve the percentage of positive endorsement on SSS *school climate* module for *trust in students and parents* from 60% to 80% over the four years of the SSP. | Trust in students and parents to increase from 60%. |
| To improve student engagement, voice and agency in their learning. | Yes | By 2022 increase the percentage of positive endorsement for the factor of student *voice and agency* on the 4-6 Student Attitudes to School Survey to be 80% or higher. | Move from 73% to 75% with an increase in teacher understanding. |
| By 2022 increase the percentage of positive endorsement for the factors of *student agency and voice* and *effective teaching* on Parent Opinion Survey to be 90% or higher on average over the four years of the SSP. | Student agency and voice to be at 86% and effective teaching to be at 82% on POS. |

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| **Goal 1** | To maximise learning outcomes and learning growth in literacy for all students F-6 | |
| 12 Month Target 1.1 | Teacher judgement outcomes will increase to 90% in reading. | |
| 12 Month Target 1.2 | Top 2 NAPLAN bands in reading to increase to 62% and 32% respectively. | |
| 12 Month Target 1.3 | High growth in Grade 5 Naplan reading will increase to 16%. | |
| 12 Month Target 1.4 | Collective efficacy will increase to 69% in 2019. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Deepen discipline and pedagogy knowledge, to increase consistency of teacher practice particularly in reading (BPE) | Yes |
| **KIS 2**  Building practice excellence | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in literacy (BPE) | Yes |
| **KIS 3**  Curriculum planning and assessment | Embed and strengthen teacher capability to utilise literacy data and a range of assessment strategies to teach to a student’s point of learning (CPA) | 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 SIT evaluated the following data sets • NAPLAN relative growth – improvement in reading & writing recorded over past 2 years • Percentage of students in the top 2 bands - improvement in reading and writing recorded over past 2 years • Percentage of students in the bottom 2 bands - improvement in reading & writing recorded over past 2 years • Teacher judgement data (semester 1 2017-sem 1 2018) – similar trends to NAPLAN data • AtoSS data –  • Staff opinion survey data –   The SIT felt that the school had shown improvement in reading and writing, and this success could be attributed to the development and implementation of a whole school approach to the teaching of both areas. | |
| **Goal 2** | To maximise learning outcomes and learning growth in numeracy for all students F-6 | |
| 12 Month Target 2.1 | Maintain grade 3 Naplan percentage and increase Year 5 to 17% ibn the top two bands. | |
| 12 Month Target 2.2 | Grade 5 medium-high relative growth in NAPLAN numeracy to be 80%. | |
| 12 Month Target 2.3 | 90% at or above expected level according to teacher judgements. | |
| 12 Month Target 2.4 | Trust in students and parents to increase from 60%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in numeracy (BPE) | Yes |
| **KIS 2**  Curriculum planning and assessment | Embed and strengthen teacher capability to utilise numeracy data and a range of assessment strategies to teach to a student’s point of learning (CPA) | 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 SIT evaluated the following data sets • NAPLAN relative growth – improvement in numeracy recorded over past 2 years • Percentage of students in the top 2 bands - improvement in numeracy recorded over past 2 years • Percentage of students in the bottom 2 bands - improvement in numeracy recorded over past 2 years • Teacher judgement data (semester 1 2017-sem 1 2018) – similar trends to NAPLAN data • AtoSS data –  • Staff opinion survey data –   The SIT felt that the school had shown improvement in numeracy, and this success could be attributed to the development and implementation of a whole school approach to the teaching of both areas. | |
| **Goal 3** | To improve student engagement, voice and agency in their learning. | |
| 12 Month Target 3.1 | Move from 73% to 75% with an increase in teacher understanding. | |
| 12 Month Target 3.2 | Student agency and voice to be at 86% and effective teaching to be at 82% on POS. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Intellectual engagement and self-awareness | Develop and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning (IESA) | 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 SIT evaluated the following data sets • AtoSS data –  • Staff opinion survey data – • Parent opinion survey data-    The SIT felt that the school had shown improvement in student attendance and behaviour and this success could be attributed to the development and implementation of a whole school approach to the teaching the social skills program Bounce Back. | |

**Define Actions, Outcomes and Activities**

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| **Goal 1** | To maximise learning outcomes and learning growth in literacy for all students F-6 | | | | |
| 12 Month Target 1.1 | Teacher judgement outcomes will increase to 90% in reading. | | | | |
| 12 Month Target 1.2 | Top 2 NAPLAN bands in reading to increase to 62% and 32% respectively. | | | | |
| 12 Month Target 1.3 | High growth in Grade 5 Naplan reading will increase to 16%. | | | | |
| 12 Month Target 1.4 | Collective efficacy will increase to 69% in 2019. | | | | |
| KIS 1 Building practice excellence | Deepen discipline and pedagogy knowledge, to increase consistency of teacher practice particularly in reading (BPE) | | | | |
| **Actions** | Workforce Planning & Strategic Resource Management Evaluate & diagnose the state of the school’s distributed & shared leadership Reflect on how instructional leadership could be further developed in the school- Literacy Leader, Literacy Coordinator Continue to timetable releasing staff for team planning  Ensure a strong line of sight between the AIP and staff PDPs  Develop and plan for implementing the changes in workforce planning, particularly in distributed and shared leadership  Professional Learning Identify the professional learning needs of the leadership team and staff Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff Apply adult learning principles Participate in the Victorian Professional Learning Community initiative. Develop the capacity of ES staff through training for various intervention programs   Reading Recovery-continuing to use trained staff and begin succession plan with new staff member to be trained as a Reading Recovery teacher.  Monitoring using the Improvement Cycle Utilise SPOT & FISO to monitor progress Utilise the Improvement Cycle to monitor progress of student learning growth within different timeframes Manage expectations of staff at the initial stage of implementation  Establish routine process and procedures to enable a disciplined use of the Improvement Cycle  Ensure that appropriate amount of risk and uncertainty are accepted  Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff  Ensure professional learning for staff is embedded in the approach to implementation  Use data and evidence to monitor progress and adjust strategies (for example, the school’s Panorama report, peer observation, student feedback surveys, | | | | |
| **Outcomes** | This strategy is demonstrated when:  Leaders Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback and support to build collective efficacy of staff Identify and target areas of professional development to build collective efficacy  Teachers Evaluate the impact of their teaching on learning by analysing multiple sources of data Challenge and support each other to improve professional practice Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example Design worked examples that are accessible to students and unpacks the learning process, highlighting options available to arrive at the correct solution Monitor student learning and support students to move towards independent practice  Students Actively engage with the learning goals to plan their own learning Self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals Frame future learning goals based on identified strengths and areas for improvement Engage actively in tasks Understand the process required to complete tasks Can move with confidence from worked examples to independent practice | | | | |
| **Success Indicators** | Teacher judgement data, -an increase in triangulated data results. Staff Opinion Survey data-increase in the understanding of Collective efficacy and data results.  Naplan data-Increase in Top 2 Naplan bands results.  Learning Walk evidence-consistency of instructuional model. Use of planners. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Workforce Planning Continue to access Bastow leadership courses for succession planning. | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Equity funding will be used |
| Strategic Resource Management Continue to refine timetabling to allow for planning with both teams and Leadership. | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Professional learning Continue to plan professional learning based on data and the analysis of data. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Strategic Resource Management:  Use a proforma for PDP aligning SSP/AIP. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Equity funding will be used |
| Continue to monitor PLT meetings using the SLR. Build PLT professional learning. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Succession planning of a Reading Recovery teacher. | | 🗹 Curriculum Co-ordinator (s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $30,000.00  🗹 Equity funding will be used |
| KIS 2 Building practice excellence | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in literacy (BPE) | | | | |
| **Actions** | Workforce Planning & Strategic Resource Management Evaluate & diagnose the state of the school’s distributed & shared leadership Reflect on how instructional leadership could be further developed in the school- Literacy Leader, Literacy Coordinator Continue to timetable releasing staff for team planning  Ensure a strong line of sight between the AIP and staff PDPs  Develop and plan for implementing the changes in workforce planning, particularly in distributed and shared leadership  Professional Learning Identify the professional learning needs of the leadership team and staff Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff Apply adult learning principles Participate in the Victorian Professional Learning Community initiative. Develop the capacity of ES staff through training for various intervention programs    Monitoring using the Improvement Cycle Utilise SPOT & FISO to monitor progress Utilise the Improvement Cycle to monitor progress of student learning growth within different timeframes Manage expectations of staff at the initial stage of implementation  Establish routine process and procedures to enable a disciplined use of the Improvement Cycle  Ensure that appropriate amount of risk and uncertainty are accepted  Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff  Ensure professional learning for staff is embedded in the approach to implementation  Use data and evidence to monitor progress and adjust strategies (for example, the school’s Panorama report, peer observation, student feedback surveys, etc.). | | | | |
| **Outcomes** | This strategy is demonstrated when:  Leaders Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback and support to build collective efficacy of staff Identify and target areas of professional development to build collective efficacy  Teachers Evaluate the impact of their teaching on learning by analysing multiple sources of data Challenge and support each other to improve professional practice Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example Design worked examples that are accessible to students and unpacks the learning process, highlighting options available to arrive at the correct solution Monitor student learning and support students to move towards independent practice  Students Actively engage with the learning goals to plan their own learning Self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals Frame future learning goals based on identified strengths and areas for improvement Engage actively in tasks Understand the process required to complete tasks | | | | |
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| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Strategic Resource Management Continue to refine timetabling to allow for planning with both teams and Leadership. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used |
| Continue the 3 week cycle for Professional Learning. (L/N/Staff) | | 🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Coordinator and Literacy leader time release to implement and extend the coaching program. | | 🗹 Curriculum Co-ordinator (s)  🗹 Literacy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Equity funding will be used |
| Ensure consistency of practice of all literacy strategies. (Learning walks, peer obs) | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Induction Day for all new staff | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| KIS 3 Curriculum planning and assessment | Embed and strengthen teacher capability to utilise literacy data and a range of assessment strategies to teach to a student’s point of learning (CPA) | | | | |
| **Actions** | Workforce Planning & Strategic Resource Management Evaluate & diagnose the state of the school’s distributed & shared leadership Reflect on how instructional leadership could be further developed in the school- Literacy Leader, Literacy Coordinator Continue to timetable releasing staff for team planning  Ensure a strong line of sight between the AIP and staff PDPs  Develop and plan for implementing the changes in workforce planning, particularly in distributed and shared leadership  Professional Learning Identify the professional learning needs of the leadership team and staff Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff Apply adult learning principles Participate in the Victorian Professional Learning Community initiative. Develop the capacity of ES staff through training for various intervention programs    Monitoring using the Improvement Cycle Utilise SPOT & FISO to monitor progress Utilise the Improvement Cycle to monitor progress of student learning growth within different timeframes Manage expectations of staff at the initial stage of implementation  Establish routine process and procedures to enable a disciplined use of the Improvement Cycle  Ensure that appropriate amount of risk and uncertainty are accepted  Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff  Ensure professional learning for staff is embedded in the approach to implementation  Use data and evidence to monitor progress and adjust strategies (for example, the school’s Panorama report, peer observation, student feedback surveys, etc.). | | | | |
| **Outcomes** | This strategy is demonstrated when:  Leaders Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback and support to build collective efficacy of staff Identify and target areas of professional development to build collective efficacy  Teachers Evaluate the impact of their teaching on learning by analysing multiple sources of data Challenge and support each other to improve professional practice Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example Design worked examples that are accessible to students and unpacks the learning process, highlighting options available to arrive at the correct solution Monitor student learning and support students to move towards independent practice  Students Actively engage with the learning goals to plan their own learning Self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals Frame future learning goals based on identified strengths and areas for improvement Engage actively in tasks Understand the process required to complete tasks | | | | |
| **Success Indicators** | Teacher judgement data, -an increase in triangulated data results. Staff Opinion Survey data-increase in the understanding of Collective efficacy and data results.  Naplan data-Increase in Top 2 Naplan bands results.  Learning Walk evidence-consistency of instructuional model. Use of planners. Higher participation rate in all parent/teacher/student interviews. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Professional development on the understanding of literacy data. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Student learning records to be reviewed in the six week cycle using data to inform the teaching strategies needed. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Create the data wall in the meeting room for use in planning meetings. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Continue to build upon the intervention database. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Literacy and Numeracy leaders to complete all assessments on new students upon enrolment. | | 🗹 Literacy Leader  🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Continue to develop our ILP document, providing informative feedback for parent use. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Continue with our regular parent feedback and strengthen our understanding of the Term 4 Learning celebration. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| **Goal 2** | To maximise learning outcomes and learning growth in numeracy for all students F-6 | | | | |
| 12 Month Target 2.1 | Maintain grade 3 Naplan percentage and increase Year 5 to 17% ibn the top two bands. | | | | |
| 12 Month Target 2.2 | Grade 5 medium-high relative growth in NAPLAN numeracy to be 80%. | | | | |
| 12 Month Target 2.3 | 90% at or above expected level according to teacher judgements. | | | | |
| 12 Month Target 2.4 | Trust in students and parents to increase from 60%. | | | | |
| KIS 1 Building practice excellence | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in numeracy (BPE) | | | | |
| **Actions** | Workforce Planning & Strategic Resource Management Evaluate & diagnose the state of the school’s distributed & shared leadership Reflect on how instructional leadership could be further developed in the school- Numeracy Leader, Numeracy Coordinator Continue to timetable releasing staff for team planning  Ensure a strong line of sight between the AIP and staff PDPs  Develop and plan for implementing the changes in workforce planning, particularly in distributed and shared leadership  Professional Learning Identify the professional learning needs of the leadership team and staff Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff Apply adult learning principles Participate in the Victorian Professional Learning Community initiative. Develop the capacity of ES staff through training for various intervention programs   EMU-Train another staff member in EMU. Continue Primary Maths and Science Specialist (PMSS)  Monitoring using the Improvement Cycle Utilise SPOT & FISO to monitor progress Utilise the Improvement Cycle to monitor progress of student learning growth within different timeframes Manage expectations of staff at the initial stage of implementation  Establish routine process and procedures to enable a disciplined use of the Improvement Cycle  Ensure that appropriate amount of risk and uncertainty are accepted  Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff  Ensure professional learning for staff is embedded in the approach to implementation  Use data and evidence to monitor progress and adjust strategies (for example, the school’s Panorama report, peer observation, student feedback surveys, etc.). | | | | |
| **Outcomes** | This strategy is demonstrated when:  Leaders Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback and support to build collective efficacy of staff Identify and target areas of professional development to build collective efficacy  Teachers Evaluate the impact of their teaching on learning by analysing multiple sources of data Challenge and support each other to improve professional practice Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example Design worked examples that are accessible to students and unpacks the learning process, highlighting options available to arrive at the correct solution Monitor student learning and support students to move towards independent practice  Students Actively engage with the learning goals to plan their own learning Self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals Frame future learning goals based on identified strengths and areas for improvement Engage actively in tasks Understand the process required to complete tasks Can move with confidence from worked examples to independent practice | | | | |
| **Success Indicators** | Teacher judgement data, -an increase in triangulated data results. Staff Opinion Survey data-increase in the understanding of Collective efficacy and data results.  Naplan data-Increase in Top 2 Naplan bands results.  Learning Walk evidence-consistency of instructuional model. Use of planners. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Strategic Resource Management:  Implement the Assessment for Common Misunderstandings from F - 3/4 | | 🗹 Numeracy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Strategic Resource Management Complete Semester Two of our new Numeracy Scope and Sequence | | 🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Strategic Resource Management Teachers Co-constructing the units for our new Numeracy Scope and Sequence | | 🗹 Numeracy Leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Learning & Workforce Planning Succession planning for an EMU trained staff member | | 🗹 Numeracy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Professional learning Build staff capacity to use numeracy data to inform their teaching through targeted professional development | | 🗹 Curriculum Co-ordinator (s)  🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Professional Learning Focus Staff PDPs for improving student outcomes in numeracy on HITS:  -6. Multiple Exposures -9. Metacognitive Strategies | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Professional Learning & Workforce Planning Continue the second year of the PMSS training and build in time for PMSS Specialists to conduct PMSS related work | | 🗹 Curriculum Co-ordinator (s)  🗹 Leadership Team  🗹 Numeracy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Strategic Resource Management & Workforce Planning Continue to release PLTs and Numeracy Leader for weekly numeracy planning and develop timetables that allow for this to continue | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Professional Learning & Workforce Planning Develop staff capacity in teaching numeracy through coaching and peer observations | | 🗹 Curriculum Co-ordinator (s)  🗹 Numeracy Leader  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Strategic Resource Management & Workforce Planning Continue to develop students’ problem solving skills in the early years through continuing the EPMC program. | | 🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Strategic Resource Management Continue to provide teaching staff with the resources required to teach numeracy on researched based best practice | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🗹 Equity funding will be used |
| GRIN will be continued at Grade 1-6 | | 🗹 Numeracy Leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| Induction Day for all new staff. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Embed and strengthen teacher capability to utilise numeracy data and a range of assessment strategies to teach to a student’s point of learning (CPA) | | | | |
| **Actions** | Workforce Planning & Strategic Resource Management Evaluate & diagnose the state of the school’s distributed & shared leadership Reflect on how instructional leadership could be further developed in the school- Numeracy Leader, Numeracy Coordinator Continue to timetable releasing staff for team planning  Ensure a strong line of sight between the AIP and staff PDPs  Develop and plan for implementing the changes in workforce planning, particularly in distributed and shared leadership  Professional Learning Identify the professional learning needs of the leadership team and staff Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff Apply adult learning principles Participate in the Victorian Professional Learning Community initiative. Develop the capacity of ES staff through training for various intervention programs   Train another staff member in EMU. Continue Primary Maths and Science Specialist (PMSS)  Monitoring using the Improvement Cycle Utilise SPOT & FISO to monitor progress Utilise the Improvement Cycle to monitor progress of student learning growth within different timeframes Manage expectations of staff at the initial stage of implementation  Establish routine process and procedures to enable a disciplined use of the Improvement Cycle  Ensure that appropriate amount of risk and uncertainty are accepted  Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff  Ensure professional learning for staff is embedded in the approach to implementation  Use data and evidence to monitor progress and adjust strategies (for example, the school’s Panorama report, peer observation, student feedback surveys, etc.). | | | | |
| **Outcomes** | Consistency in the use of teacher judgement data and and a deeper understanding of the use of data. Deeper levels of discussion around data results. Through the improvement cycle: Change of strategies, more strategies and adjustments being made from the data to planning.  Use of scope and sequence for all planning. | | | | |
| **Success Indicators** | Teacher judgement data, -an increase in triangulated data results. Consistent teacher judgements across the school.  Staff Opinion Survey data-increase in the understanding of Collective efficacy and data results.  Naplan data-Increase in Top 2 Naplan bands results.  Learning Walk evidence-consistency of instructuional model. Use of planners. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Professional development on the understanding of numeracy data. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Create the data wall in the meeting room for use in planning meetings. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Continue to build upon the intervention database. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Numeracy leader to complete all assessments on new students upon enrolment. | | 🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Continue to develop our ILP document, providing informative feedback for parent use. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Continue with our regular parent feedback and strengthen our undrstaniding of the Learning Celebration. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| **Goal 3** | To improve student engagement, voice and agency in their learning. | | | | |
| 12 Month Target 3.1 | Move from 73% to 75% with an increase in teacher understanding. | | | | |
| 12 Month Target 3.2 | Student agency and voice to be at 86% and effective teaching to be at 82% on POS. | | | | |
| KIS 1 Intellectual engagement and self-awareness | Develop and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning (IESA) | | | | |
| **Actions** | Workforce Planning & Strategic Resource Management Continue to timetable releasing staff for team planning  Ensure a strong line of sight between the AIP and staff PDPs Timetable and resource the implementation of the extension of our whole school buddy program   Professional Learning Identify the professional learning needs of the leadership team and staff Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff Apply adult learning principles Participate in whole school professional learning about student voice, agency and leadership  Monitoring using the Improvement Cycle Utilise SPOT & FISO to monitor progress Utilise the Improvement Cycle to monitor progress of student learning growth within different timeframes Manage expectations of staff at the initial stage of implementation  Establish routine process and procedures to enable a disciplined use of the Improvement Cycle  Ensure that appropriate amount of risk and uncertainty are accepted  Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff  Ensure professional learning for staff is embedded in the approach to implementation  Use data and evidence to monitor progress and adjust strategies (for example, the school’s Panorama report, peer observation, student feedback surveys, etc.). | | | | |
| **Outcomes** | This strategy is demonstrated when:  Leaders Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback and support to build collective efficacy of staff Identify and target areas of professional development to build collective efficacy  Teachers Evaluate the impact of their teaching on learning by analysing multiple sources of data including student feedback.  Challenge and support each other to improve professional practice Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example Design worked examples that are accessible to students and unpacks the learning process, highlighting options available to arrive at the correct solution Monitor student learning and support students to move towards independent practice  Students Actively engage with the learning goals to plan their own learning Self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals Frame future learning goals based on identified strengths and areas for improvement | | | | |
| **Success Indicators** | Student Attitudes to School data will reflect a change in stimulated learning and motivation and interest.  Staff Opinion data - Use student feedback to improve practice to be at 75% or beyond.  Teacher collaboration to be at 75% or beyond. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Build knowledge and understanding of effective reflection and feedack strategies. | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| Develop and implement effective feedback and reflection strategies in both literacy and numeracy consistently across the school. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Create authetic and meaningful learning opportunities for students through team planning | | 🗹 All Staff  🗹 Leadership Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Review curriculum planners to reflect the change of opportunities for students to present their own ideas, opinions, knowledge ad experience. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| Co-design opportunities for students to excercise authentic agency in learning beginning with co-construction of success criteria. | | 🗹 Student(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Equity funding will be used |
| Promote and celebrate individual student and school achievements within the school and broader community. (Assembly format) | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $219,500.00 | $219,500.00 |
| Additional Equity funding | $341,000.00 | $341,000.00 |
| **Grand Total** | $560,500.00 | $560,500.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Workforce Planning Continue to access Bastow leadership courses for succession planning. | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $15,000.00 | $15,000.00 |
| Strategic Resource Management Continue to refine timetabling to allow for planning with both teams and Leadership. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| Professional learning Continue to plan professional learning based on data and the analysis of data. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Strategic Resource Management:  Use a proforma for PDP aligning SSP/AIP. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $500.00 | $500.00 |
| Continue to monitor PLT meetings using the SLR. Build PLT professional learning. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $5,000.00 | $5,000.00 |
| Succession planning of a Reading Recovery teacher. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $30,000.00 | $30,000.00 |
| Continue the 3 week cycle for Professional Learning. (L/N/Staff) | from: Term 1  to: Term 4 | 🗹 School-based staffing | $1,000.00 | $1,000.00 |
| Coordinator and Literacy leader time release to implement and extend the coaching program. | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $15,000.00 | $15,000.00 |
| Ensure consistency of practice of all literacy strategies. (Learning walks, peer obs) | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Induction Day for all new staff | from: Term 1  to: Term 1 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $5,000.00 | $5,000.00 |
| Professional development on the understanding of literacy data. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $5,000.00 | $5,000.00 |
| Create the data wall in the meeting room for use in planning meetings. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Other  New room after a re-build. Creation of the data wall. | $5,000.00 | $5,000.00 |
| Literacy and Numeracy leaders to complete all assessments on new students upon enrolment. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| Continue to develop our ILP document, providing informative feedback for parent use. | from: Term 1  to: Term 4 | 🗹 Assets | $2,000.00 | $2,000.00 |
| Strategic Resource Management:  Implement the Assessment for Common Misunderstandings from F - 3/4 | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| Strategic Resource Management Complete Semester Two of our new Numeracy Scope and Sequence | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Assets | $5,000.00 | $5,000.00 |
| Professional Learning & Workforce Planning Succession planning for an EMU trained staff member | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $10,000.00 | $10,000.00 |
| Professional learning Build staff capacity to use numeracy data to inform their teaching through targeted professional development | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Professional Learning Focus Staff PDPs for improving student outcomes in numeracy on HITS:  -6. Multiple Exposures -9. Metacognitive Strategies | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $1,000.00 | $1,000.00 |
| Strategic Resource Management & Workforce Planning Continue to release PLTs and Numeracy Leader for weekly numeracy planning and develop timetables that allow for this to continue | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Professional Learning & Workforce Planning Develop staff capacity in teaching numeracy through coaching and peer observations | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Strategic Resource Management & Workforce Planning Continue to develop students’ problem solving skills in the early years through continuing the EPMC program. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $1,000.00 | $1,000.00 |
| Strategic Resource Management Continue to provide teaching staff with the resources required to teach numeracy on researched based best practice | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $8,000.00 | $8,000.00 |
| GRIN will be continued at Grade 1-6 | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $3,000.00 | $3,000.00 |
| Induction Day for all new staff. | from: Term 1  to: Term 1 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $5,000.00 | $5,000.00 |
| Professional development on the understanding of numeracy data. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $10,000.00 | $10,000.00 |
| Create the data wall in the meeting room for use in planning meetings. | from: Term 1  to: Term 4 | 🗹 Assets  🗹 Other  New room after a re-build. Creation of a data wall to suit room. | $5,000.00 | $5,000.00 |
| Numeracy leader to complete all assessments on new students upon enrolment. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 CRT | $5,000.00 | $5,000.00 |
| Continue to develop our ILP document, providing informative feedback for parent use. | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 Assets | $2,000.00 | $2,000.00 |
| Build knowledge and understanding of effective reflection and feedack strategies. | from: Term 1  to: Term 1 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Develop and implement effective feedback and reflection strategies in both literacy and numeracy consistently across the school. | from: Term 2  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Create authetic and meaningful learning opportunities for students through team planning | from: Term 2  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Review curriculum planners to reflect the change of opportunities for students to present their own ideas, opinions, knowledge ad experience. | from: Term 1  to: Term 1 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Co-design opportunities for students to excercise authentic agency in learning beginning with co-construction of success criteria. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $500.00 | $500.00 |
| Promote and celebrate individual student and school achievements within the school and broader community. (Assembly format) | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $500.00 | $500.00 |
| **Totals** | | | $219,500.00 | $219,500.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| SAKG | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $55,000.00 | $55,000.00 |
| Speech therapist | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $32,000.00 | $32,000.00 |
| ICT-additional for extra classrooms | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $20,000.00 | $20,000.00 |
| Intervention programs | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $80,000.00 | $80,000.00 |
| Chaplain for an extra day. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) | $24,000.00 | $24,000.00 |
| Welfare programs/wellbeing | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $20,000.00 | $20,000.00 |
| Leading teacher-Numeracy Specialist | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) | $110,000.00 | $110,000.00 |
| **Totals** | | | $341,000.00 | $341,000.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Workforce Planning Continue to access Bastow leadership courses for succession planning. | 🗹 Assistant Principal  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning | 🗹 Primary Mathematics and Science specialists  🗹 Bastow program/course  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Maths/Sci Specialist | 🗹 Off-site  Regional Office and Bastow site. |
| Strategic Resource Management Continue to refine timetabling to allow for planning with both teams and Leadership. | 🗹 Assistant Principal  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Professional learning Continue to plan professional learning based on data and the analysis of data. | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Whole School Pupil Free Day | 🗹 Primary Mathematics and Science specialists  🗹 Literacy expertise | 🗹 On-site |
| Continue to monitor PLT meetings using the SLR. Build PLT professional learning. | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Literacy Leaders  🗹 Maths/Sci Specialist | 🗹 On-site |
| Succession planning of a Reading Recovery teacher. | 🗹 Curriculum Co-ordinator (s)  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Network Professional Learning | 🗹 External consultants  RR Tutor from CEO | 🗹 Off-site  Macarthur St Primary School |
| Continue the 3 week cycle for Professional Learning. (L/N/Staff) | 🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Coordinator and Literacy leader time release to implement and extend the coaching program. | 🗹 Curriculum Co-ordinator (s)  🗹 Literacy Leader  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Ensure consistency of practice of all literacy strategies. (Learning walks, peer obs) | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist | 🗹 On-site |
| Induction Day for all new staff | 🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Timetabled Planning Day | 🗹 School improvement partnerships  🗹 Internal staff | 🗹 On-site |
| Professional development on the understanding of literacy data. | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy Leaders | 🗹 On-site |
| Student learning records to be reviewed in the six week cycle using data to inform the teaching strategies needed. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative | 🗹 On-site |
| Create the data wall in the meeting room for use in planning meetings. | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 School improvement partnerships | 🗹 On-site |
| Literacy and Numeracy leaders to complete all assessments on new students upon enrolment. | 🗹 Literacy Leader  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy Leaders  🗹 Maths/Sci Specialist | 🗹 On-site |
| Strategic Resource Management Complete Semester Two of our new Numeracy Scope and Sequence | 🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Timetabled Planning Day | 🗹 Maths/Sci Specialist | 🗹 On-site |
| Strategic Resource Management Teachers Co-constructing the units for our new Numeracy Scope and Sequence | 🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Professional Learning & Workforce Planning Succession planning for an EMU trained staff member | 🗹 Numeracy Leader  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Timetabled Planning Day | 🗹 Maths/Sci Specialist | 🗹 Off-site  Monash University |
| Professional learning Build staff capacity to use numeracy data to inform their teaching through targeted professional development | 🗹 Curriculum Co-ordinator (s)  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Professional Learning Focus Staff PDPs for improving student outcomes in numeracy on HITS:  -6. Multiple Exposures -9. Metacognitive Strategies | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Professional Learning & Workforce Planning Continue the second year of the PMSS training and build in time for PMSS Specialists to conduct PMSS related work | 🗹 Curriculum Co-ordinator (s)  🗹 Leadership Team  🗹 Numeracy Leader  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Timetabled Planning Day | 🗹 Maths/Sci Specialist  🗹 Departmental resources  PMSS specialists | 🗹 Off-site  Melbourne Convention Centre |
| Strategic Resource Management & Workforce Planning Continue to release PLTs and Numeracy Leader for weekly numeracy planning and develop timetables that allow for this to continue | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Professional Learning & Workforce Planning Develop staff capacity in teaching numeracy through coaching and peer observations | 🗹 Curriculum Co-ordinator (s)  🗹 Numeracy Leader  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| Strategic Resource Management & Workforce Planning Continue to develop students’ problem solving skills in the early years through continuing the EPMC program. | 🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Maths/Sci Specialist | 🗹 On-site |
| Strategic Resource Management Continue to provide teaching staff with the resources required to teach numeracy on researched based best practice | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Demonstration lessons | 🗹 Timetabled Planning Day | 🗹 Maths/Sci Specialist | 🗹 On-site |
| Induction Day for all new staff. | 🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Timetabled Planning Day | 🗹 Leadership partners  🗹 Internal staff | 🗹 On-site |
| Professional development on the understanding of numeracy data. | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Create the data wall in the meeting room for use in planning meetings. | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Numeracy leader to complete all assessments on new students upon enrolment. | 🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning | 🗹 Timetabled Planning Day | 🗹 Maths/Sci Specialist | 🗹 On-site |
| Build knowledge and understanding of effective reflection and feedack strategies. | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal | from: Term 1  to: Term 1 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop and implement effective feedback and reflection strategies in both literacy and numeracy consistently across the school. | 🗹 School Improvement Team | from: Term 2  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy Leaders  🗹 Maths/Sci Specialist | 🗹 On-site |
| Create authetic and meaningful learning opportunities for students through team planning | 🗹 All Staff  🗹 Leadership Team | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 School improvement partnerships  🗹 Internal staff | 🗹 On-site |
| Review curriculum planners to reflect the change of opportunities for students to present their own ideas, opinions, knowledge ad experience. | 🗹 Leadership Team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Co-design opportunities for students to excercise authentic agency in learning beginning with co-construction of success criteria. | 🗹 Student(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative | 🗹 On-site |