

2019 Annual Implementation Plan

for improving student outcomes

Camelot Rise Primary School (5111)



Submitted for review by Matthew Coney (School Principal) on 13 March, 2019 at 03:10 PM
Endorsed by Ian Watkins (Senior Education Improvement Leader) on 14 March, 2019 at 02:25 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| Excellence in teaching and learning | Building practice excellence | Evolving |
| | Curriculum planning and assessment | Evolving |
| | Evidence-based high-impact teaching strategies | Evolving |
| | Evaluating impact on learning | Evolving |
| Professional leadership | Building leadership teams | Evolving |
| | Instructional and shared leadership | Evolving |
| | Strategic resource management | Evolving |
| | Vision, values and culture | Evolving |

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

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

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| Enter your reflective comments | <p>As part of this process we have identified that we need a more consistent understanding of our Instructional Model. We need to develop a common understanding of what is best practice. Our teachers need to develop their skills to use student data to drive teaching and learning. We need to reduce the variation between classrooms. Student Voice and Agency must remain as a focus and professional learning will support staff with this.</p> <p>We need to develop the leadership skills of our mid level leaders and develop effective professional learning teams.</p> |
| Considerations for 2019 | <p>A professional learning schedule that caters for teacher learning needs</p> <p>Timetabled coaching to ensure all teachers have the opportunity to reflect on their practice</p> <p>Planned professional days with accountability in place, to ensure that they are being used to further their knowledge/understanding</p> <p>Review the school's assessment schedule to ensure that it meets the needs of the students and teachers</p> <p>Curriculum days are planned to meet the learning needs of staff, including being part FISO</p> <p>Organised professional learning in relation to student running records and Fountas and Pinnel analysis. This information will</p> |

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| | enable us to teach to the student's 'Point of Need' in reading. |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | <p>To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.</p> |
| Target 1.1 | <p>By 2022, increase the percentage of students making high relative growth in NAPLAN</p> <ul style="list-style-type: none"> • Reading to 35 or above (from 28.1 in 2018) • Writing to 38 or above (from 34.9 in 2018) • Spelling to 35 or above (from 25.0 in 2018) • Numeracy to 35 or above (from 26.2 in 2018). |
| Target 1.2 | <p>By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 75 or above (from 64.3 in 2018) • Writing to 50 or above (from 26.0 in 2018) • Numeracy to 75 or above (from 64.3 in 2018) |
| Target 1.3 | <p>By 2022 the gap between the factor percentiles by gender at any year level of the AToSS is no more than 10 per cent</p> <p>By 2022, the percentile score on the AtoSS for Years 4-6 will be:</p> <ul style="list-style-type: none"> • Stimulated learning—75 or above (from 54 per cent in 2018) • Differentiated learning challenge—75 or above (from 59.2 in 2018) • Effective teaching time—75 or above (from 59.2 in 2018) |

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| Target 1.4 | <p>By 2022, the component mean score on the SSS for these factors will be:</p> <ul style="list-style-type: none"> • Understand how to analyse data—85 or above (from 72.94 in 2018). • Skills to measure impact—85 or above (from 81.76 in 2018). • Understand formative assessment—85 or above (from 71.76 in 2018). • Collaborate to scaffold student learning—85 or above (from 77.65 in 2018). • Use High Impact Teaching Strategies (HITS)—90 or above (from 84.71 in 2018). |
| Key Improvement Strategy 1.a Building practice excellence | Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the school’s instructional model, integrating the High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom (BPE). |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets each student’s point of learning need (CPA). |
| Key Improvement Strategy 1.c Instructional and shared leadership | Build the instructional leadership capacity of all in leadership roles, including middle level leaders to enable them to establish higher levels of consistency and shared accountability for improving student outcomes (ISL). |
| Goal 2 | To improve student engagement and motivation and their attitudes to learning and school. |
| Target 2.1 | <p>Student opinion</p> <p>By 2022, the percentile score on the AtoSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Motivation and interest—70 or above (from 39.0 in 2018) • High expectations for success—70 or above (from 28.5 in 2018) • Student voice and agency—70 or above (from 47.8 in 2018) |

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| | <ul style="list-style-type: none"> • Sense of confidence—70 or above (from 43.4 in 2018) |
| Target 2.2 | <p>Parent opinion</p> <p>By 2022, the percent positive results by factor on the POS for:</p> <ul style="list-style-type: none"> • Stimulating learning environment will move from 70 in 2018 to 80 or above • Student motivation and support will move from 69 in 2018 to 80 or above • Student agency and voice will move from 71 in 2018 to 80 or above • Positive transitions will move from 71 in 2018 to 80 or above |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop and implement a student voice and learner agency strategy to empower students to be more motivated and engaged in learning and school (ESBSP). |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | Create a learning culture that enables students to understand their learning data (visible learning) so they are better able to monitor their own learning and self-regulate; systematically provide feedback to teachers about what they are learning and how they are learning; set meaningful goals; and act as more intellectually engaged partners in improving their learning outcomes. (ESBSP and IESA). |
| Key Improvement Strategy 2.c Building practice excellence | Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice, learner agency and metacognitive strategies in all classrooms. (BPE). |
| Goal 3 | To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing. |
| Target 3.1 | <p>Parent opinion</p> <p>By 2022, the percent positive results by factor on the POS for:</p> |

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| | <ul style="list-style-type: none"> • Parent participation and involvement will move from 72 in 2018 to 80 or above • Teacher communication will move from 57 in 2018 to 80 or above • Student motivation and support will move from 69 in 2018 to 80 or above • School improvement will move from 64 in 2018 to 80 or above |
| Target 3.2 | <p>Student opinion</p> <p>By 2022, the percentile score on the AtoSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Sense of connectedness—70 or above (from 35.4 in 2018) • Effective classroom behaviour—70 or above (from 37.0 in 2018) • Self-regulation and goal setting—70 or above (from 32.3 in 2018) • Managing bullying—60 or above (from 19.9 in 2018) |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Review the school’s behaviour management approach and embed a school–wide positive behaviour program (SEPI). |
| Key Improvement Strategy 3.b Health and wellbeing | Implement a social skills program which explicitly teaches students character strengths and learner dispositions, enabling them to develop a growth mindset and to self regulate (H&W). |
| Key Improvement Strategy 3.c Parents and carers as partners | Strengthen the learning partnerships between home and the school to strengthen communication and support improved student outcomes (PCP). |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy. | Yes | <p>By 2022, increase the percentage of students making high relative growth in NAPLAN</p> <ul style="list-style-type: none"> • Reading to 35 or above (from 28.1 in 2018) • Writing to 38 or above (from 34.9 in 2018) • Spelling to 35 or above (from 25.0 in 2018) • Numeracy to 35 or above (from 26.2 in 2018). | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading to 30% in 2019 Writing to 36% in 2019 Spelling to 28% in 2019 Numeracy to 29% in 2019</p> |
| | | <p>By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 75 or above (from 64.3 in 2018) • Writing to 50 or above (from 26.0 in 2018) • Numeracy to 75 or above (from 64.3 in 2018) | <p>Reading to 68% in 2019 Writing to 35% in 2019 Numeracy to 68% in 2019</p> |
| | | <p>By 2022 the gap between the factor percentiles by gender at any year level of the AToSS is no more than 10 per cent</p> | <p>Stimulated learning—60% in 2019 Differentiated learning challenge—65% in 2019 Effective teaching time—65% in 2019</p> |

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| | | <p>By 2022, the percentile score on the AtoSS for Years 4-6 will be:</p> <ul style="list-style-type: none"> • Stimulated learning—75 or above (from 54 per cent in 2018) • Differentiated learning challenge—75 or above (from 59.2 in 2018) • Effective teaching time—75 or above (from 59.2 in 2018) | |
| | | <p>By 2022, the component mean score on the SSS for these factors will be:</p> <ul style="list-style-type: none"> • Understand how to analyse data—85 or above (from 72.94 in 2018). • Skills to measure impact—85 or above (from 81.76 in 2018). • Understand formative assessment—85 or above (from 71.76 in 2018). • Collaborate to scaffold student learning—85 or above (from 77.65 in 2018). • Use High Impact Teaching Strategies (HITS)—90 or above (from 84.71 in 2018). | <p>Understand how to analyse data—76% in 2019 Skills to measure impact—83% in 2019 Understand formative assessment—75% in 2019 Collaborate to scaffold student learning—80% in 2019 Use High Impact Teaching Strategies (HITS)—86% in 2019</p> |
| <p>To improve student engagement and motivation and their attitudes to learning and school.</p> | <p>Yes</p> | <p>Student opinion By 2022, the percentile score on the AtoSS for Years 4–6 will be:</p> | <p>Motivation and interest—50% in 2019 High expectations for success—40% in 2019 Student voice and agency—55% in 2019 Sense of confidence—55% in 2019</p> |

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| | | <ul style="list-style-type: none"> • Motivation and interest—70 or above (from 39.0 in 2018) • High expectations for success—70 or above (from 28.5 in 2018) • Student voice and agency—70 or above (from 47.8 in 2018) • Sense of confidence—70 or above (from 43.4 in 2018) | |
| | | <p>Parent opinion</p> <p>By 2022, the percent positive results by factor on the POS for:</p> <ul style="list-style-type: none"> • Stimulating learning environment will move from 70 in 2018 to 80 or above • Student motivation and support will move from 69 in 2018 to 80 or above • Student agency and voice will move from 71 in 2018 to 80 or above • Positive transitions will move from 71 in 2018 to 80 or above | <p>Stimulating learning environment will be 73% in 2019</p> <p>Student motivation and support will be 73% in 2019</p> <p>Student agency and voice will be 74% in 2019</p> <p>Positive transitions will be 74 % in 2019</p> |
| <p>To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing.</p> | <p>Yes</p> | <p>Parent opinion</p> <p>By 2022, the percent positive results by factor on the POS for:</p> <ul style="list-style-type: none"> • Parent participation and involvement will move from 72 in 2018 to 80 or above • Teacher communication will move from 57 in 2018 to 80 or above • Student motivation and support will move from 69 in 2018 to 80 or above | <p>Parent participation and involvement will move to 74% in 2019</p> <p>Teacher communication will move to 65% in 2019</p> <p>Student motivation and support will move to 74% in 2019</p> <p>School improvement will move to 70% in 2019</p> |

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| | | <ul style="list-style-type: none"> • School improvement will move from 64 in 2018 to 80 or above | |
| | <p>Student opinion</p> <p>By 2022, the percentile score on the AtoSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Sense of connectedness—70 or above (from 35.4 in 2018) • Effective classroom behaviour—70 or above (from 37.0 in 2018) • Self-regulation and goal setting—70 or above (from 32.3 in 2018) • Managing bullying—60 or above (from 19.9 in 2018) | <p>Sense of connectedness—50% in 2019</p> <p>Effective classroom behaviour—50% in 2019</p> <p>Self-regulation and goal setting—50% in 2019</p> <p>Managing bullying—40% in 2019</p> | |

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| Goal 1 | To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy. |
| 12 Month Target 1.1 | <p>Reading to 30% in 2019</p> <p>Writing to 36% in 2019</p> <p>Spelling to 28% in 2019</p> <p>Numeracy to 29% in 2019</p> |
| 12 Month Target 1.2 | <p>Reading to 68% in 2019</p> <p>Writing to 35% in 2019</p> <p>Numeracy to 68% in 2019</p> |
| 12 Month Target 1.3 | <p>Stimulated learning—60% in 2019</p> <p>Differentiated learning challenge—65% in 2019</p> <p>Effective teaching time—65% in 2019</p> |

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| 12 Month Target 1.4 | Understand how to analyse data—76% in 2019 Skills to measure impact—83% in 2019 Understand formative assessment—75% in 2019 Collaborate to scaffold student learning—80% in 2019 Use High Impact Teaching Strategies (HITS)—86% in 2019 | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 1 Building practice excellence | Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the school’s instructional model, integrating the High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom (BPE). | Yes |
| KIS 2 Curriculum planning and assessment | Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets each student’s point of learning need (CPA). | Yes |
| KIS 3 Instructional and shared leadership | Build the instructional leadership capacity of all in leadership roles, including middle level leaders to enable them to establish higher levels of consistency and shared accountability for improving student outcomes (ISL). | 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. | We have selected these areas as we need to develop teacher capacity and consistency across the school. We need teachers to focus on High Impact Teaching Strategies as a way to improve teacher practice and provide a lens for staff to reflect on their own practice. Developing teacher data literacy skills is essential as this would enable us to teach to the "Point of Need". Our 2018 Annual Report shows a discrepancy between teacher assessment in English compared to similar schools, yet, our NAPLAN results are far more positive. Our school was achieving positive student learning results but observed that in 2018 lower percentages of Year 5 students were achieving in the top two NAPLAN bands for Reading and Writing compared to 2017. For NAPLAN Reading and Numeracy the percentage of students achieving high relative growth had declined between 2017 and 2018. The panel therefore recommended the school focus on achieving continuous and sustained improvement in student learning outcomes across all literacy and numeracy domains. As this year is the first year in relation to our Strategic Plan we are not able to measure our impact. | |
| Goal 2 | To improve student engagement and motivation and their attitudes to learning and school. | |

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| 12 Month Target 2.1 | Motivation and interest—50% in 2019 High expectations for success—40% in 2019 Student voice and agency—55% in 2019 Sense of confidence—55% in 2019 | |
| 12 Month Target 2.2 | Stimulating learning environment will be 73% in 2019 Student motivation and support will be 73% in 2019 Student agency and voice will be 74% in 2019 Positive transitions will be 74 % in 2019 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Empowering students and building school pride | Develop and implement a student voice and learner agency strategy to empower students to be more motivated and engaged in learning and school (ESBSP). | Yes |
| KIS 2 Intellectual engagement and self-awareness | Create a learning culture that enables students to understand their learning data (visible learning) so they are better able to monitor their own learning and self-regulate; systematically provide feedback to teachers about what they are learning and how they are learning; set meaningful goals; and act as more intellectually engaged partners in improving their learning outcomes. (ESBSP and IESA). | No |
| KIS 3 Building practice excellence | Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice, learner agency and metacognitive strategies in all classrooms. (BPE). | No |
| 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. | We noted that there were some improvements in the AToSS in 2018, classroom visits, staff feedback and student focus group interviews indicated that there remained a need to further raise levels of student voice and learner agency in order to improve student achievement, engagement and wellbeing outcomes. By focusing student voice and learner agency during PLT meetings we will ensure all teachers think carefully about these factors. Through Essential Assessments teachers we be able to share pre and post test data with students enable them to measure their learning growth. As this year is the first year in relation to our Strategic Plan we are not able to measure our impact. | |
| Goal 3 | To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing. | |

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| 12 Month Target 3.1 | Parent participation and involvement will move to 74% in 2019 Teacher communication will move to 65% in 2019 Student motivation and support will move to 74% in 2019 School improvement will move to 70% in 2019 | |
| 12 Month Target 3.2 | Sense of connectedness—50% in 2019 Effective classroom behaviour—50% in 2019 Self-regulation and goal setting—50% in 2019 Managing bullying—40% in 2019 | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 1 Setting expectations and promoting inclusion | Review the school's behaviour management approach and embed a school-wide positive behaviour program (SEPI). | Yes |
| KIS 2 Health and wellbeing | Implement a social skills program which explicitly teaches students character strengths and learner dispositions, enabling them to develop a growth mindset and to self regulate (H&W). | No |
| KIS 3 Parents and carers as partners | Strengthen the learning partnerships between home and the school to strengthen communication and support improved student outcomes (PCP). | No |
| 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. | During our school in 2018 Feedback from staff, student and parent interviews during the review and a consideration of the opinion data informed the panel's view that enhancing student connectedness through the implementation of a positive behaviour education approach, improving their social skills and emotional wellbeing while strengthening the home school partnership were likely to support further growth in student outcomes. As this year is the first year in relation to our Strategic Plan we are not able to measure our impact. | |

Define Actions, Outcomes and Activities

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| Goal 1 | To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy. |
| 12 Month Target 1.1 | Reading to 30% in 2019 Writing to 36% in 2019 Spelling to 28% in 2019 Numeracy to 29% in 2019 |
| 12 Month Target 1.2 | Reading to 68% in 2019 Writing to 35% in 2019 Numeracy to 68% in 2019 |
| 12 Month Target 1.3 | Stimulated learning—60% in 2019 Differentiated learning challenge—65% in 2019 Effective teaching time—65% in 2019 |
| 12 Month Target 1.4 | Understand how to analyse data—76% in 2019 Skills to measure impact—83% in 2019 Understand formative assessment—75% in 2019 Collaborate to scaffold student learning—80% in 2019 Use High Impact Teaching Strategies (HITS)—86% in 2019 |
| KIS 1 Building practice excellence | Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the school's instructional model, integrating the High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom (BPE). |
| Actions | Timetabled coaching sessions Professional learning meeting schedule Curriculum days based on teacher development Change in timetable to cater for more team planning and sustained learning time for students |
| Outcomes | Work programs that clearly show the agreed school instructional model Work programs that show differentiation to meet point of need PLT minutes that show discussion based around student data |

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| | Teachers trialing strategies based on feedback from lesson observations Teachers being able to meet and exceed PDP goals | | | |
| Success Indicators | Student achievement data as outlined above Staff Opinion Survey data as outlined above Parent Opinion Survey as outlined above | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Curriculum days x 3 | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Weekly professional learning | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets each student's point of learning need (CPA). | | | |
| Actions | Audit of current curriculum scope and sequence Whole School Planning documents to reflect the school's instructional model Professional Learning based on Essential Assessments and analysis running record data to ensure that students' 'point of need' is being met Professional learning schedule designed to improve the capacity of teachers in relation to the instructional model and HITS Coaching and mentoring timetable in place so that all teachers have the opportunity to work with a coach to improve their classroom practice. All teachers will be observed on a fortnightly cycle and provided with feedback. Coaches will model lessons for staff. Professional practice days every term | | | |

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| | Planning day, once per term Professional learning conducted by DET Education Improvement Leaders | | | |
| Outcomes | Greater consistency in relation to what curriculum is being taught Common language between staff The belief that all children are capable of learning Work programs will show clear differentiation. Individual education plans Data will be used to determine student growth PLT minutes will show discussions around student learning and student growth. Staff will share knowledge that they have acquired from professional learning days. | | | |
| Success Indicators | Student achievement data as outlined above Staff Opinion Survey data as outlined above Parent Opinion Survey as outlined above Teacher planning documents will identify students' point of need Greater correlation between teacher judgement and NAPLAN data. Greater consistency in the implementation of student assessments. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Curriculum days and Professional Learning | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teaching and Learning Coordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Instructional and shared leadership | Build the instructional leadership capacity of all in leadership roles, including middle level leaders to enable them to establish higher levels of consistency and shared accountability for improving student outcomes (ISL). | | | |
| Actions | Regular SIT meetings. Provide all staff with the opportunity to be involved in these meetings. Working with Literacy Coach (Mardi Gorman) Be active participants in FISO. Teachers will visit other school and complete peer observations Utilize Professional Practice days to help meet PDP goals | | | |

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| | <p>Distributive leadership model will enable all staff to have some responsibility within the school Professional learning schedule designed to improve the capacity of teachers in relation to the instructional model and HITS Coaching and mentoring timetable in place so that all teachers have the opportunity to work with a coach to improve their classroom practice. All teachers will be observed on a fortnightly cycle and provided with feedback. Coaches will model lessons for staff.</p> | | | |
| Outcomes | <p>All staff feeling their voice is important - all staff have the opportunity to attend all meetings Highly effective PLT meetings, focusing on student learning, assessment and data More staff wanting to take on leadership roles Greater consistency in relation to the curriculum and how it is being taught Common language between staff The belief that all children are capable of learning</p> | | | |
| Success Indicators | <p>Student achievement data as outlined above Staff Opinion Survey data as outlined above Parent Opinion Survey as outlined above More staff wanting to take on leadership roles Staff initiating and sourcing their own professional development</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Professional learning with Litercay coach - Mardi Gorman | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Goal 2 | To improve student engagement and motivation and their attitudes to learning and school. | | | |
| 12 Month Target 2.1 | <p>Motivation and interest—50% in 2019 High expectations for success—40% in 2019 Student voice and agency—55% in 2019 Sense of confidence—55% in 2019</p> | | | |

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| 12 Month Target 2.2 | Stimulating learning environment will be 73% in 2019 Student motivation and support will be 73% in 2019 Student agency and voice will be 74% in 2019 Positive transitions will be 74 % in 2019 | | | |
| KIS 1 Empowering students and building school pride | Develop and implement a student voice and learner agency strategy to empower students to be more motivated and engaged in learning and school (ESBSP). | | | |
| Actions | Provide professional learning to staff to differentiate between student voice and learner agency Curriculum documents that provide the opportunity for student voice and learner agency PLT meetings to have Student voice and Learner agency as a n agenda item on all minutes | | | |
| Outcomes | Students taken 'action' in relation to their learning Greater pride in their school work Greater community engagement Learning Expos that highlight learning | | | |
| Success Indicators | Student achievement data Student and Parent opinion survey data Work programs and planning documents to show how student voice and learner agency is being catered for | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Professional Learning | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Goal 3 | To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing. | | | |
| 12 Month Target 3.1 | Parent participation and involvement will move to 74% in 2019 Teacher communication will move to 65% in 2019 | | | |

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| | Student motivation and support will move to 74% in 2019 School improvement will move to 70% in 2019 | | | |
| 12 Month Target 3.2 | Sense of connectedness—50% in 2019 Effective classroom behaviour—50% in 2019 Self-regulation and goal setting—50% in 2019 Managing bullying—40% in 2019 | | | |
| KIS 1 Setting expectations and promoting inclusion | Review the school's behaviour management approach and embed a school-wide positive behaviour program (SEPI). | | | |
| Actions | Investigate and research what strategies we need to put in place to ensure we have the processes and knowledge in place Professional practice days linked to SWPB | | | |
| Outcomes | Students taken 'action' in relation to their learning Greater pride in their school work and towards their peers Greater community engagement Reduction in student misbehavior Staff to lead professional learning in school wide positive behaviors | | | |
| Success Indicators | Improve opinion survey data - students, parents and staff Students will be able to follow and articulate the restorative practices framework to resolve conflicts | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Professional Practice days | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|-------------------|
| Equity funding associated with Activities and Milestones | \$3,500.00 | \$3,223.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$3,500.00 | \$3,223.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---------------------------|----------------------------------|---|----------------------------|-------------------|
| Curriculum days x 3 | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$3,500.00 | \$3,223.00 |
| Totals | | | \$3,500.00 | \$3,223.00 |

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 |
|--|--|----------------------------------|--|--|--|---|
| Curriculum days x 3 | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Stephan Dinham | <input checked="" type="checkbox"/> On-site |
| Weekly professional learning | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Curriculum days and Professional Learning | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teaching and Learning Coordinator | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader | <input checked="" type="checkbox"/> On-site |
| Professional learning with Literacy coach - Mardi Gorman | <input checked="" type="checkbox"/> School Improvement Team | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Mardi Gorman - Literacy consultant | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|----------------------------|---|----------------------------------|---|---|--|--|
| Professional Learning | <input checked="" type="checkbox"/> All Staff | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Professional Practice days | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> Off-site St Peter's Primary School in Keilor East |