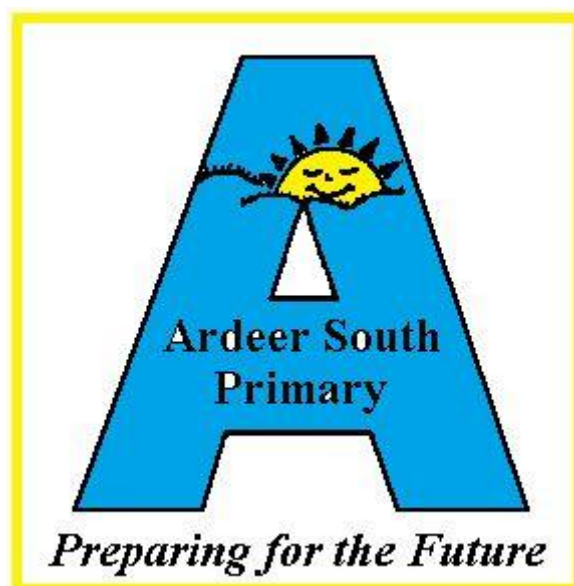


# 2019 Annual Implementation Plan

## for improving student outcomes

Ardeer South Primary School (5064)



Submitted for review by Peter Guest (School Principal) on 19 December, 2018 at 03:47 PM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 20 December, 2018 at 09:05 AM

Endorsed by Barbara Bates (School Council President) on 08 May, 2019 at 11:01 AM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>The establishment of effective PLCs has challenged teachers through its rigour. Fully bringing the curriculum outside of Numeracy and Literacy into line with the Victorian Curriculum has involved all teaching staff and has been a valuable exercise. The utilisation of a Literacy Consultant and Numeracy Consultants from Melbourne University Graduate School of Education has moved staff with their practice excellence. Through the PLC process teams are now more responsible and reactive to their data sets and their use in moving forward. Students have had a greater voice in the school during the year ranging from greater participation in running events at school to suggesting ideas for the curriculum. Parent involvement in the school has manifested itself through new parents being on school council, increased parent numbers in the Foundation classes for reading in the mornings and more volunteers at fundraising and School Banking.</p>
<b>Considerations for 2019</b>	<p>The grade 3/4 Team to be replaced by a new group of teachers.  More rigour across the school for catering for all students academically and in the welfare aspects of school.  Greater home contacts with families with lateness and absence issues.  Appointment of a new Welfare teacher at school.</p>

	Continued work with Literacy and numeracy Consultants. Exploration of a Kitchen Garden Program to enhance our curriculum and possibly increase parental involvement.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve the learning growth of students in Literacy and Numeracy				
<b>Target 1.1</b>	<p>Teacher judgements (by 2020) By the end of 2020, the percentage of students achieving below and above the expected level will be:</p> <p>Teacher Judgment: Literacy and Numeracy % of students below and above expected level Bottom two bands Top two bands Mode</p>				
	2017	2018	2019	2020	
<b>Below</b>					
Reading & Viewing	16%	12%	8%	4%	
Speaking & Listening	15%	12%	10%	6%	
Writing	20%	15%	12%	6%	
Number & Algebra	15%	12%	10%	6%	
Measurement & Geometry	15%	12%	10%	6%	
Statistics & Probability	15%	12%	10%	6%	
<b>Above</b>					
Reading & Viewing	42%	47%	52%	56%	
Speaking & Listening	7%	9%	11%	14%	
Writing	15%	18%	21%	25%	
Number & Algebra	17%	20%	22%	26%	

Measurement & Geometry	7.5%	9%	10.5%	12%
Statistics & Probability	7.5%	9%	10.5%	14%

### NAPLAN

By the end of 2020, the percentage of students in in the bottom and top two bands in Reading, Writing and Numeracy will be: Year 3 % of students in bottom and top two bands Bottom two bands Top two bands Mode

	2017	2018	2019	2020
<b>Below</b>				
Reading	19%	16%	13%	10%
<b>Above</b>				
Reading	27.5%	30%	32.5%	35%
<b>Below</b>				
Writing	15 %	12 %	10 %	8 %
<b>Above</b>				
Writing	12%	16%	20%	25%
<b>Below</b>				
Numeracy	30%	27.5%	24%	20%
<b>Above</b>				
Numeracy	15%	22.5%	30%	35%

By the end of 2020, the percentage of students in in the bottom and top two bands in Reading, Writing and Numeracy will be: NAPLAN Year 5 % of students in bottom and top two bands  
 Bottom two bands  
 Top two bands

	2017	2018	2019	2020
<b>Below</b>				
Reading	19%	17%	14%	10%
<b>Above</b>				
Reading	30%	35%	40%	45%
<b>Below</b>				
Writing	15%	13.5%	12%	10%
<b>Above</b>				
Writing	60%	61.5%	63%	65%
<b>Below</b>				
Numeracy	20%	18%	14%	12%
<b>Above</b>				
Numeracy	20%	25%	35%	40%

NAPLAN Relative Growth (by 2020) By the end of 2020, the percentage of students with low and high NAPLAN Relative Growth will be: NAPLAN Relative Growth % of students high and low growth  
 Bottom two bands Top Two bands Mode

	2017	2018	2019	2020
<b>Below</b>				
Reading	16%	17%	18%	20%
<b>Above</b>				
Reading	15%	18%	22%	25%
<b>Below</b>				

	Writing	17.5%	18%	19%	20%
	<b>Above</b>				
	Writing	15%	18%	22%	25%
	<b>Below</b>				
	Numeracy	24%	23%	22%	20%
	<b>Above</b>				
	Numeracy	12%	16%	20%	26%
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build and embed a strong researched based instructional model and agreed approaches to teaching and learning to ensure whole school consistency of practice				
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher capacity and pedagogy in deep content knowledge in Literacy and Numeracy				
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop effective tracking and monitoring processes for student growth in Literacy and Numeracy. A digital copy of all student data will be maintained on the R-Drive on the school's network, additionally a Data Wall will be maintained in the confidential cabinet in Room 18 to assist teachers.				
<b>Goal 2</b>	Develop partnerships with the school community that further develops a culture of high expectations				
<b>Target 2.1</b>	<p>Student Absences By the end of 2020, the Student Absences Averages will have decreased, as outline below:  Student Absences- average absences days- all types Year level 2016 2020 Prep 15.19 10.0 Year 1 15.17 10.0  Year 2 14.65 9.0 Year 3 14.52 9.0 Year 4 14.80 9.0 Year 5 15.12 10.0 Year 6 15.65 10.0 Prep to Year 6 15.01  10.0 By the end of 2020, the Student Absences Averages- unapproved will have decreased, as outline below:  Student Absences- unapproved absences Year level 2016 2020 Prep 12.99 0.00 Year 1 8.47 Year 2 8.39 Year 3  9.81 Year 4 5.90 Year 5 12.33 Year 6 7.79</p>				



<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Establish and embed a whole school approach to improve student absences and punctuality
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	Strengthen partnerships with the school community to expand opportunities and improve outcomes
<b>Goal 3</b>	Develop the school community as a high functioning Professional Learning Community
<b>Target 3.1</b>	Staff opinion Survey By the end of 2020, the mean factor scores for Staff Opinion Survey factors will be: Staff Opinion Survey Component Mean Score 2017 2018 2019 2020 Teacher collaboration 79.0 81.0 83.0 85.0 Academic emphasis 76.0 78.0 80.0 82.0 Collective efficacy 73.0 75.0 77.0 80.0 Parent and community Involvement 71.0 73.0 75.0 78.8 Shielding/Buffering 62.0 66.0 71.7 75.0
<b>Key Improvement Strategy 3.a</b> Instructional and shared leadership	Build a high quality Professional Learning Community that measures the impact of learning
<b>Key Improvement Strategy 3.b</b> Instructional and shared leadership	Strengthen teacher capacity in purposeful assessment and rigorous data to inform planning, instruction and feedback that supports the learning growth of every student

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																		
Improve the learning growth of students in Literacy and Numeracy	Yes	<p>Teacher judgements (by 2020) By the end of 2020, the percentage of students achieving below and above the expected level will be:</p> <p>Teacher Judgment: Literacy and Numeracy % of students below and above expected level Bottom two bands Top two bands Mode</p> <table border="1" data-bbox="786 791 1585 1410"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td><b>Below</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading &amp; Viewing</td> <td>16%</td> <td>12%</td> <td>8%</td> <td>4%</td> </tr> <tr> <td>Speaking &amp; Listening</td> <td>15%</td> <td>12%</td> <td>10%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>15%</td> <td>12%</td> <td>6%</td> </tr> <tr> <td>Number &amp; Algebra</td> <td>15%</td> <td>12%</td> <td>10%</td> <td>6%</td> </tr> <tr> <td>Measurement &amp; Geometry</td> <td>15%</td> <td>12%</td> <td>10%</td> <td>6%</td> </tr> <tr> <td>Statistics &amp; Probability</td> <td>15%</td> <td>12%</td> <td>10%</td> <td>6%</td> </tr> <tr> <td><b>Above</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading &amp; Viewing</td> <td>42%</td> <td>47%</td> <td>52%</td> <td>56%</td> </tr> </tbody> </table>		2017	2018	2019	2020	<b>Below</b>					Reading & Viewing	16%	12%	8%	4%	Speaking & Listening	15%	12%	10%	6%	Writing	20%	15%	12%	6%	Number & Algebra	15%	12%	10%	6%	Measurement & Geometry	15%	12%	10%	6%	Statistics & Probability	15%	12%	10%	6%	<b>Above</b>					Reading & Viewing	42%	47%	52%	56%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading &amp; Viewing - 15%,14%,10%,5%,40%,45%,50% &amp;52%            Speaking and Listening - 13%,10%,8%,6%,6%,8%,10% &amp; 12%            Number and Algebra - 12%,10%,8%,5%,15%,17%,20% &amp;24%            Measurement &amp; Geometry - 12%,10%,8%,5%,6.5%,7%,8.5%&amp;10%            Statistics &amp; Probability - 12%,10%,8%,5.5%,7%,8.5%&amp;12%            NAPLAN Year 3            Reading 7% &amp; 42%            Writing 3% &amp; 65%            Numeracy 8% &amp; 30%</p> <p>NAPLAN Year 5            Reading 8% &amp; 40%            Writing 0% &amp; 10%            Numeracy 9% &amp; 50%</p> <p>Relative Growth            Writing - Low 15% High 24%            Spelling - Low 25% High 15%            Reading - Low 15% High 25%            Numeracy - Low 35% High 35%</p>
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Develop the school community as a high functioning Professional Learning Community	Yes	Staff opinion Survey By the end of 2020, the mean factor scores for Staff Opinion Survey factors will be: Staff Opinion Survey Component Mean Score 2017 2018 2019 2020 Teacher collaboration 79.0 81.0 83.0 85.0 Academic emphasis 76.0 78.0 80.0 82.0 Collective efficacy 73.0 75.0 77.0 80.0 Parent and community Involvement 71.0 73.0 75.0 78.8 Shielding/Buffering 62.0 66.0 71.7 75.0	Teacher Collaboration - 70.00 Academic Emphasis - 78.00 Collective Efficacy - 75.00 Parent and Community Involvement - 70.00 Shielding and Buffering - 66.0

<b>Goal 1</b>	Improve the learning growth of students in Literacy and Numeracy
<b>12 Month Target 1.1</b>	<p>Reading &amp; Viewing - 15%,14%,10%,5%,40%,45%,50% &amp;52%</p> <p>Speaking and Listening - 13%,10%,8%,6%,6%,8%,10% &amp; 12%</p> <p>Number and Algebra - 12%,10%,8%,5%,15%,17%,20% &amp;24%</p> <p>Measurement &amp; Geometry - 12%,10%,8%,5%,6.5%,7%,8.5%&amp;10%</p> <p>Statistics &amp; Probability - 12%,10%,8%,5.5%,7%,8.5%&amp;12%</p> <p>NAPLAN Year 3 Reading 7% &amp; 42% Writing 3% &amp; 65% Numeracy 8% &amp; 30%</p> <p>NAPLAN Year 5 Reading 8% &amp; 40% Writing 0% &amp; 10% Numeracy 9% &amp; 50%</p> <p>Relative Growth Writing - Low 15% High 24% Spelling - Low 25% High 15%</p>

	Reading - Low 15% High 25% Numeracy - Low 35% High 35%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build and embed a strong researched based instructional model and agreed approaches to teaching and learning to ensure whole school consistency of practice	Yes
<b>KIS 2</b> Building practice excellence	Build teacher capacity and pedagogy in deep content knowledge in Literacy and Numeracy	Yes
<b>KIS 3</b> Building practice excellence	Develop effective tracking and monitoring processes for student growth in Literacy and Numeracy. A digital copy of all student data will be maintained on the R-Drive on the school's network, additionally a Data Wall will be maintained in the confidential cabinet in Room 18 to assist teachers.	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 work on all of the KISs is a work in progress, with the school needing to further embed practises, build on learnings and continue on from where we have achieved in 2018.	
<b>Goal 2</b>	Develop partnerships with the school community that further develops a culture of high expectations	
<b>12 Month Target 2.1</b>	F-16.30 Grade One-16.7 Grade Two - 16.0 Grade Three - 15.5 Grade Four - 11.4 Grade Five - 10.8 Grade Six - 13.5	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	Establish and embed a whole school approach to improve student absences and punctuality	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	Strengthen partnerships with the school community to expand opportunities and improve outcomes	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 absence data showed that for the full year of 2017 there were 38.19 average half day absences/day. For the YTD 2018 the absence data shows 37.54 average half day absences/day. Lateness is also an ongoing issue despite the introduction of late passes for any student who arrives late. The school data may vary from previous years due to a tightening and deeper explanation of coding on e-CASES. Also Semester Two's mandatory phone call on the first day of an unexplained absence (DET Mandate) will have had some effect on the absence rate.	
<b>Goal 3</b>	Develop the school community as a high functioning Professional Learning Community	
<b>12 Month Target 3.1</b>	Teacher Collaboration - 70.00 Academic Emphasis - 78.00 Collective Efficacy - 75.00 Parent and Community Involvement - 70.00 Shielding and Buffering - 66.0	
Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Instructional and shared leadership	Build a high quality Professional Learning Community that measures the impact of learning	Yes
<b>KIS 2</b> Instructional and shared leadership	Strengthen teacher capacity in purposeful assessment and rigorous data to inform planning, instruction and feedback that supports the learning growth of every student	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 school has committed staff training and has designated a space within the school to conduct PLCs. Because the PLC process is still a developing factor within the school it is deemed that it should continue on. This was elucidated in the Self Evaluation.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve the learning growth of students in Literacy and Numeracy
<b>12 Month Target 1.1</b>	<p>Reading &amp; Viewing - 15%,14%,10%,5%,40%,45%,50% &amp;52%</p> <p>Speaking and Listening - 13%,10%,8%,6%,6%,8%,10% &amp; 12%</p> <p>Number and Algebra - 12%,10%,8%,5%,15%,17%,20% &amp;24%</p> <p>Measurement &amp; Geometry - 12%,10%,8%,5%,6.5%,7%,8.5%&amp;10%</p> <p>Statistics &amp; Probability - 12%,10%,8%,5.5%,7%,8.5%&amp;12%</p> <p>NAPLAN Year 3 Reading 7% &amp; 42% Writing 3% &amp; 65% Numeracy 8% &amp; 30%</p> <p>NAPLAN Year 5 Reading 8% &amp; 40% Writing 0% &amp; 10% Numeracy 9% &amp; 50%</p> <p>Relative Growth Writing - Low 15% High 24% Spelling - Low 25% High 15% Reading - Low 15% High 25% Numeracy - Low 35% High 35%</p>
<b>KIS 1</b> Building practice excellence	Build and embed a strong researched based instructional model and agreed approaches to teaching and learning to ensure whole school consistency of practice
<b>Actions</b>	Whole school Professional Learning to be conducted by Literacy and Numeracy and Humanities Consultants. Curriculum Days and Modelling/Feedback Model to be in place.
<b>Outcomes</b>	A continued shift in teacher thinking and practises to being fully in line with Ardeer South's agreed Instructional Model. Consistency to be apparent across the school in teaching model and expectations.

<b>Success Indicators</b>	Observational Rounds Learning Walks Anecdotal Data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Numeracy, Literacy and Humanities Consultants to be employed for coaching and curriculum days.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLCs to be timetabled and running	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Teacher Professional Learning to reflect continued improvement for all teachers.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Build teacher capacity and pedagogy in deep content knowledge in Literacy and Numeracy			
<b>Actions</b>	Employing Consultants in Literacy and Numeracy to Model, Observe and give feedback, and to deliver professional learning at school.			
<b>Outcomes</b>	For teachers to show uptake of the professional learning in their teaching roles. Student learning growth to show improvement. A growth mindset to be adopted by all staff			

<b>Success Indicators</b>	On line test data PAT English and Mathematics NAPLAN Data Teacher Judgement			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teachers to have observations and feedback, teachers to share at PLCs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Develop effective tracking and monitoring processes for student growth in Literacy and Numeracy. A digital copy of all student data will be maintained on the R-Drive on the school's network, additionally a Data Wall will be maintained in the confidential cabinet in Room 18 to assist teachers.			
<b>Actions</b>	Employing Consultants in Literacy and Numeracy to Model, Observe and give feedback, and to deliver professional learning at school.			
<b>Outcomes</b>	For teachers to show uptake of the professional learning in their teaching roles. Student learning growth to show improvement. A growth mindset to be adopted by all staff			
<b>Success Indicators</b>	On line test data PAT English and Mathematics NAPLAN Data Teacher Judgement			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
For data to be freely referred to and shared by all teaching staff, for all teachers to commence at ZPD of students.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
For the on line testing to be monitored and maintained	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Develop partnerships with the school community that further develops a culture of high expectations			
<b>12 Month Target 2.1</b>	F-16.30 Grade One-16.7 Grade Two - 16.0 Grade Three - 15.5 Grade Four - 11.4 Grade Five - 10.8 Grade Six - 13.5			
<b>KIS 1</b> Setting expectations and promoting inclusion	Establish and embed a whole school approach to improve student absences and punctuality			
<b>Actions</b>	To further encourage parents to be actively involved in the school, in classrooms, in Fundraising and in School Community Ventures. For the absence data to be freely displayed and regularly updated and maintained.			
<b>Outcomes</b>	For students to attend school as regularly as possible and for students to be punctual.			
<b>Success Indicators</b>	For students to attend school as regularly as possible and for students to be punctual. This can be accessed via e-CASES 21.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Education Week Open Morning Monthly Update of Grade Absence Data. Involvement of Parents within school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Strengthen partnerships with the school community to expand opportunities and improve outcomes			
<b>Actions</b>	For all teachers to set a goal of parent participation in their programs. To gain new parents on school based councils, committees and teams within the school.			
<b>Outcomes</b>	For teachers to view parents as collaborators in the teaching programs.			
<b>Success Indicators</b>	More parents apparent in the classrooms and programs across the school.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Parents to be actively involved in the school, inside and outside the classrooms.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Develop the school community as a high functioning Professional Learning Community			
<b>12 Month Target 3.1</b>	Teacher Collaboration - 70.00 Academic Emphasis - 78.00 Collective Efficacy - 75.00 Parent and Community Involvement - 70.00 Shielding and Buffering - 66.0			
<b>KIS 1</b> Instructional and shared leadership	Build a high quality Professional Learning Community that measures the impact of learning			

<b>Actions</b>	Continued growth and embedding of PLCs throughout the school. PLCs to continue to work with data, SMART Goals and a continued cycle of improvement.			
<b>Outcomes</b>	Teachers to refer to Data on the Data Wall when planning, formulating groups and looking at possible interventions and extension groups.			
<b>Success Indicators</b>	For an improvement in student learning outcomes to be evident via the data sets available.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continued work on further embedding PLCs into the school.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Instructional and shared leadership	Strengthen teacher capacity in purposeful assessment and rigorous data to inform planning, instruction and feedback that supports the learning growth of every student			
<b>Actions</b>	Use of Consultants in Literacy, Numeracy and Humanities Learning Walks by Leadership Use of the school's Data Wall.			
<b>Outcomes</b>	That all teachers will have Learning Intentions clearly displayed in Rooms, that all students are aware of the Learning Intentions and what they mean and that all students are cogniscent of the success criteria are.			
<b>Success Indicators</b>	The explicit model of teaching is apparent across the school. Anecdotal observations. Discussions with Staff and Students			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<p>Observation / Learning Walks Teacher PRPs</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used</p>
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$158,000.00	\$203,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$158,000.00</b>	<b>\$203,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Numeracy, Literacy and Humanities Consultants to be employed for coaching and curriculum days.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$65,000.00	\$65,000.00
PLCs to be timetabled and running	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00

		<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets		
Teacher Professional Learning to reflect continued improvement for all teachers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$40,000.00	\$40,000.00
Teachers to have observations and feedback, teachers to share at PLCs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
For the on line testing to be monitored and maintained	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00
Education Week Open Morning Monthly Update of Grade Absence Data. Involvement of Parents within school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Parents to be actively involved in the school, inside and outside the classrooms.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$50,000.00

Continued work on further embedding PLCs into the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00
Observation / Learning Walks Teacher PRPs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
<b>Totals</b>			\$158,000.00	\$203,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Numeracy, Literacy and Humanities Consultants to be employed for coaching and curriculum days.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLCs to be timetabled and running	<input checked="" type="checkbox"/> Leadership Team	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teacher Professional Learning to reflect continued improvement for all teachers.	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	
Teachers to have observations and feedback, teachers to share at PLCs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
For data to be freely referred to and shared by all teaching staff, for all teachers to commence at ZPD of students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
For the on line testing to be monitored and maintained	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Education Week Open Morning Monthly Update of Grade Absence Data. Involvement of Parents within school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Parents to be actively involved in the school, inside and outside the classrooms.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continued work on further embedding PLCs into the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Observation / Learning Walks Teacher PRPs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site