2019 Annual Implementation Plan

for improving student outcomes

East Bentleigh Primary School (4837)

Submitted for review by Maria Shearn (School Principal) on 06 December, 2018 at 12:23 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 13 December, 2018 at 07:35 AM
Endorsed by Kym Mai (School Council President) on 13 December, 2018 at 10:21 AM

Self-evaluation Summary - 2019

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

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

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

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

Enter your reflective comments	There has been a good up-take of all initiatives introduced in Literacy (Reading Strategies and VCOP, Big Write) across the school. The THRASS framework and SMART Spelling has helped to embed consist spelling strategies. All new staff in 2018 have been trained in both VCOP and THRASS throughout the year to ensure consistency. Numeracy and Reading were two areas in our NAPLAN data where we were achieving above 40% in the top two bands in Year 3 and 5. The Numeracy team and staff, through shared collaboration, have developed a consistent Numeracy planner, highlighting Vocabulary , Fluency and Differentiation Curriculum teams have been using data to moderate writing across the school using the Victorian Curriculum scale developed for VCOP - Big Write . Essential assessment data templates have been added to the SPA program we use for data collection in term 4 this year so this will allow us to triangulate in Literacy - Writing and Reading and all areas of Numeracy more consistently in 2019. Members of our Wellbeing team attended Professional Learning on the new Attendance strategies to support parents and schools. We reviewed our existing Attendance Policy and had it ratified by School Council in the June meeting. As a result of this work all staff send their class lists to the office by 9:30am, indicating which student/s have not arrived at school and

	parents have not notified the school. Our office staff ring these families to ascertain the reasons why their child/ren is not in attendance. Our ATS (Attitudes to School) data expressed that our Year 6 cohort's Engagement and stimulating learning has increased across all areas. The Year 5 cohort's data was still very good and slightly improved from 2017. Our concern was our Year 4 cohort which was well below 2017 results. We had a very disruptive start to the year with one class 4 grade whereby the teacher resigned in May. This definitely impacted on the overall ATS data in this year level.
Considerations for 2019	Through thorough analysis of NAPLAN data - in particular - writing - it is evident that we need to be explicitly teaching paragraphing and sentence structure in 2019. Staff will be provided with targeted Professional Learning lead by the Literacy team - using the excellent information obtained at the Bastow Leading Literacy Program completed this year. A consistent approach to reading across the school is being developed and will be a focus in 2019. All staff will use the common Numeracy planner developed by the Numeracy SIT team. The Assessment Schedule in 2019 will be very explicit so that Maths-online-interview (MOI),Fountas and Pinnell and Benchmark (Reading data). VCOP Big Write (Writing) and Essential Assessment data in numeracy and reading will be required from all relevant year levels in March, July and November. This will allow us to collate all the data in SPA and triangulate this data with teacher judgement and NAPLAN. Parent and Carers Engagement Policy will be reviewed early 2019 for distribution to the East Bentleigh Community. We will audit our attendance numbers to see if they have decreased since June, 2018. We will continue with our Wellbeing program incorporating Positive Education, Respectful Relationships and Kids Matter. Our student leadership will be more inclusive with a focus on student voice for all our senior students. We will continue to work on engagement and stimulating environment through delivery of our extensive programs we have here at East Bentleigh P.S. We will further develop our Student Led Conferences and Student Voice ,Agency and Leadership in 2019. This will include explicit Professional Learning (P.L.) on AMPLIFY - student voice, agency and leadership. Student Led Conferences will continue to develop in 2019 with more consistency of SMART goals and explicit work samples. We have developed an Instructional Model that incorporates the E5 model which will be a major focus in 2019.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise individual student learning growth, with a whole school focus on literacy and numeracy.
Target 1.1	National Assessment Program – Literacy and Numeracy (NAPLAN) Relative Growth. Victorian Curriculum F-10 data Years P-6: Allocation of A's and B's; tracking student growth – average of one Victorian Curriculum F-10 level per year. Staff opinion – continue to improve School Climate results for Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum so that they trend up and are sustained at or above the 67th percentile for all primary schools. Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at or above the 67th percentile for all primary schools. ATS Survey – Continue to improve Teacher Effectiveness and Teacher Empathy.
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading, Writing and Numeracy
Goal 2	To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.
Target 2.1	ATS Survey – Continue to improve Student Motivation, Learning Confidence, Stimulating Learning, School Connectedness. Student Attendance – an improving trend with attendance for each year level at 95% or better by 2019.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop a whole school approach to attendance and monitoring of attendance - ensuring that all identified students have individual learning plans that are reflected upon, evaluated and modified regularly.

Goal 3	To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills.
Target 3.1	ATS Survey – Continue to improve variable results for Student Morale, Learning Confidence, and Connectedness to Peers. Parent opinion – Continue to improve variable results for School Improvement, Parent Input, Reporting and Homework so that they are sustained above State mean levels.
Key Improvement Strategy 3.a Building practice excellence	Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep reflective learning and thinking

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise individual student learning growth, with a whole school focus on literacy and numeracy.	Yes	National Assessment Program – Literacy and Numeracy (NAPLAN) Relative Growth. Victorian Curriculum F-10 data Years P-6: Allocation of A's and B's; tracking student growth – average of one Victorian Curriculum F-10 level per year. Staff opinion – continue to improve School Climate results for Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum so that they trend up and are sustained at or above the 67th percentile for all primary schools. Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at or above the 67th percentile for all primary schools. ATS Survey – Continue to improve Teacher Effectiveness and Teacher Empathy.	Percentage of students in Top two bands (Year 5) of NAPLAN for reading will increase from 58% to 65% in 2019 Percentage of students in Top two bands (Year 5) of NAPLAN for numeracy will increase from 42% to 45% in 2019 The ATSS(Attitudes to School Survey) data will continue to show growth in positive endorsement in Stimulating Learning (Years 5 - 6) from 94.9% in 2018 to 96% in 2019 Through targeted Professional Learning at school and across our SaGE network we will continue to enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. Greater use of formative assessment; common assessment tasks; whole school pre and post testing, shared criteria; rubrics; cross marking; Essential Assessment; the use of effective feedback. Collation of all data on SPA

To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.	Yes	ATS Survey – Continue to improve Student Motivation, Learning Confidence, Stimulating Learning, School Connectedness. Student Attendance – an improving trend with attendance for each year level at 95% or better by 2019.	Percentage of positive endorsement in Sense of Confidence (Year 5-6) to increase from 88.6% to 92% in 2019 Attendance rate percentages to increase from 91.9% - 94% Make the importance of regular attendance and punctuality more visible across the school. Review and improve strategies for encouraging attendance through more consultation with students and student leaders about how to encourage attendance (such as consultation with the JSC), use of personalised interventions as required, running attendance competitions, and an educative program for parents and students about the importance of attendance.
To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills.	Yes	ATS Survey – Continue to improve variable results for Student Morale, Learning Confidence, and Connectedness to Peers. Parent opinion – Continue to improve variable results for School Improvement, Parent Input, Reporting and Homework so that they are sustained above State mean levels.	Percentage of positive endorsement in Collective Efficacy to show growth from 76% - 82% in 2019 Percentage of positive endorsement in Academic Emphasis to show growth from 72% - 78% in 2019 Continue the implementation of three-way student led conferences where students lead discussions with their parents about their progress. Investigate the development of a 'parent compact' to make explicit the partnership with parents. This compact would make explicit expectations related to learning partnerships, attendance, assessment, homework policy, expectations, the school's good learning behaviours, reporting, explaining the purpose and

			importance of three way education conferences.

Goal 1	To maximise individual student learning growth, with a whole school focus on literacy and numeracy.
12 Month Target 1.1	Percentage of students in Top two bands (Year 5) of NAPLAN for reading will increase from 58% to 65% in 2019 Percentage of students in Top two bands (Year 5) of NAPLAN for numeracy will increase from 42% to 45% in 2019 The ATSS(Attitudes to School Survey) data will continue to show growth in positive endorsement in Stimulating Learning (Years 5 - 6) from 94.9% in 2018 to 96% in 2019 Through targeted Professional Learning at school and across our SaGE network we will continue to enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. Greater use of formative assessment; common assessment tasks; whole school pre and post testing, shared criteria; rubrics; cross marking; Essential Assessment; the use of effective feedback. Collation of all data on SPA

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading, Writing and Numeracy	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 will be in our 4th year of our School Strategic Plan in 2019 and will be having our review in Term 3. We will continue to work towards a more consistent approach to the teaching of reading, writing and mathematics by introducing an East Bentleigh Instructional Model that the staff will commence using in 2019. With the commencement of 8 new staff in 2018 it is essential that we continue to enable all teachers to have a deeper understanding of evidence based practice and the use of data to inform our teaching.	

Goal 2	To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.

12 Month Target 2.1	Percentage of positive endorsement in Sense of Confidence (Year 5-6) to increase from 88.6% to 92% in 2019 Attendance rate percentages to increase from 91.9% - 94% Make the importance of regular attendance and punctuality more visible across the school. Review and improve strategies for encouraging attendance through more consultation with students and student leaders about how to encourage attendance (such as consultation with the JSC), use of personalised interventions as required, running attendance competitions, and an educative program for parents and students about the importance of attendance.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop a whole school approach to attendance and monitoring of attendance - ensuring that all identified students have individual learning plans that are reflected upon, evaluated and modified regularly.	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.	Our attendance data is still very poor with above state averages in most grade levels. We will audit our attendance numbers to see if absences have decreased since June, 2018 where we commence a new system of ringing families that had not contacted the school if their child is absent by 10:00am on the same day. We will continue with our Wellbeing program incorporating Positive Education, Respectful Relationships and Kids Matter. Our student leadership will be more inclusive with a focus on student voice for all our senior students. We will continue to work on engagement and stimulating environment through delivery of our extensive programs we have here at East Bentleigh P.S.	
Goal 3	To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills.	
12 Month Target 3.1	Percentage of positive endorsement in Collective Efficacy to show growth from 76% - 82% in 2019 Percentage of positive endorsement in Academic Emphasis to show growth from 72% - 78% in 2019 Continue the implementation of three-way student led conferences where students lead discussions with their parents about their progress. Investigate the development of a 'parent compact' to make explicit the partnership with parents. This compact would make explicit expectations related to learning partnerships, attendance, assessment, homework policy, expectations, the school's good learning behaviours, reporting, explaining the purpose and importance of three way education conferences.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep reflective learning and thinking	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 will further develop our Student Led Conferences and Student Voice ,Agency and Leadership in 2019. This will include explicit Professional Learning (P.L.) on AMPLIFY - student voice, agency and leadership. This is already evident in some pockets of the school, though P.L will support all staff to utilise these three essential elements across the school. Student Led Conferences will continue to develop in 2019 with more consistency of SMART goals and explicit work samples collected and displayed either in a journal/digital. Through Curriculum Syndicates staff will work collaboratively to moderate common assessment tasks, develop consistent teacher judgement outcomes through analysing student data and reflect and review the impact of their practice on learning outcomes. We will develop an Instructional Model that will incorporate the E5 model and adopt differentiated pedagogical practices that meet the learning needs of all students	

Define Actions, Outcomes and Activities

Goal 1	To maximise individual student learning growth, with a whole school focus on literacy and numeracy.
12 Month Target 1.1	Percentage of students in Top two bands (Year 5) of NAPLAN for reading will increase from 58% to 65% in 2019 Percentage of students in Top two bands (Year 5) of NAPLAN for numeracy will increase from 42% to 45% in 2019 The ATSS(Attitudes to School Survey) data will continue to show growth in positive endorsement in Stimulating Learning (Years 5 - 6) from 94.9% in 2018 to 96% in 2019 Through targeted Professional Learning at school and across our SaGE network we will continue to enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. Greater use of formative assessment; common assessment tasks; whole school pre and post testing, shared criteria; rubrics; cross marking; Essential Assessment; the use of effective feedback. Collation of all data on SPA
KIS 1 Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading, Writing and Numeracy
Actions	Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in literacy and numeracy - Reading, Writing and all areas of Mathematics Develop teacher knowledge and capacity to work as effective teams to improve student learning outcomes in writing, reading and numeracy through collaborative planning and assessment practices
Outcomes	STUDENTS: • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways • discuss their progress during conferencing and explain how this supports their learning • provide regular feedback in a variety of ways to teachers about the effectiveness of their practice. TEACHERS: • demonstrate a deep knowledge of how reading skills develop in early childhood through to adolescence • plan and implement lessons that include 'multiple exposures' to new knowledge • provide opportunities for students to record and present concepts to peers • conduct conferences to support students to discuss their progress and identify their next learning goal • work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement

	outcomes
	• analyse student data to reflect and review the impact of their practice on learning outcomes
	• identify and adopt differentiated pedagogical practices that meet the learning needs of their students.
	LEADERS
	• provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks
	• support staff through professional learning and coaching conversations to deepen their understanding of the development of reading and writing skills in children
	• model the use of the school's instructional model for the PL presented to staff • facilitate and support collaborative practices across the school.
Success Indicators	We will be using NAPLAN data, Essential Assessment data in English and Mathematics, Fountas and Pinnell and Benchmarking, Maths Online and English Online. This data will all be uploaded to SPA to inform more consistent teacher judgement. ATS (Attitudes to School)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Support staff to incorporate a school-wide literacy and numeracy goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used
Attend regional PL on HITS and AMPLIFY Lead working group to develop strategy to implement aspects of HITS and AMPLIFY Develop PL program for staff on HITS and AMPLIFY Develop and implement peer observation strategy based upon aspects of HITS and AMPLIFY	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Scope and Sequence to incorporate Literacy strategy Conference with students regarding their literacy twice per term	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,100.00 ☑ Equity funding will be used

Oversee development of Instructional Model for reading to incorporate Literacy strategy and HITs Use student free day for staff to work through Reading resources linked to scope and sequence Reflect on Literacy Reading resources and disseminate to staff	☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$2,100.00 ☑ Equity funding will be used

Goal 2	To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.
12 Month Target 2.1	Percentage of positive endorsement in Sense of Confidence (Year 5-6) to increase from 88.6% to 92% in 2019 Attendance rate percentages to increase from 91.9% - 94% Make the importance of regular attendance and punctuality more visible across the school. Review and improve strategies for encouraging attendance through more consultation with students and student leaders about how to encourage attendance (such as consultation with the JSC), use of personalised interventions as required, running attendance competitions, and an educative program for parents and students about the importance of attendance.
KIS 1 Setting expectations and promoting inclusion	Develop a whole school approach to attendance and monitoring of attendance - ensuring that all identified students have individual learning plans that are reflected upon, evaluated and modified regularly.
Actions	A focus on 'Every Minute Counts' - ensuring that all staff are on board with punctuality/ attendance Professional Learning on strategies to encourage students to be on time for school Engaging and stimulating programs across the school to improve punctuality Parent/carers engagement policy to be review and updated and distributed to the community Revisit Kids Matter - Component 1 and 2 - as we have 8 new staff members
Outcomes	STUDENTS: • can articulate the reasons why it is important to be at school each day • can explain concepts to peers and record their understanding in multiple ways • discuss their attendance progress during conferencing and explain how being at school has supported their learning TEACHERS: • encourage all students to be at school each day by provide a stimulating and engaging learning environment • identify and adopt differentiated pedagogical practices that meet the learning needs of their students. • work collaboratively with colleagues to incorporate whole school approach to the importance of "Every Minute Counts" • analyse student attendance data and support the school's policy on attendance LEADERS • Improvement in percentage of students being absent from school

	• Attitudes to School (ATS) - Engagement and Stimulation learning to increase in 2019 • Expectations of parents and carers to be clearly documented and distributed to the community				
Success Indicators	ATS (Attitudes to School) data Parent Opinion Survey				

Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Celebrating improvement in attendance at weekly assemblies - Grade of the Week		☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Equity funding will be used
Support staff to incorporate a school-wide Wellbeing Program - Respectful Relationships - into their PDP documentation. Facilitate regular meetings with teams and individuals to discuss progress		☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
PL on driving school improvement and developing stimulating and engaging programs.		☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Goal 3	To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills.				
12 Month Target 3.1	Percentage of positive endorsement in Collective Efficacy to show growth from 76% - 82% in 2019 Percentage of positive endorsement in Academic Emphasis to show growth from 72% - 78% in 2019 Continue the implementation of three-way student led conferences where students lead discussions with their parents about their progress. Investigate the development of a 'parent compact' to make explicit the partnership with parents. This compact would make explicit expectations related to learning partnerships, attendance, assessment, homework policy, expectations, the school's good learning behaviours, reporting, explaining the purpose and importance of three way education conferences.				

KIS 1 Building practice excellence	Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep reflective learning and thinking
Actions	Enhanced student led conferenced in 2019 supported by school based professional learning sessions in Term 1 Student goal setting professional learning workshop in Term 1 –sharing best practice- establishing SMART goal methodology Review of Parent/Carer Policy and distributed to the community
Outcomes	STUDENTS: • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways • discuss their progress during conferencing and explain how this supports their learning • TEACHERS: • will continue to research the most effective way to record student goal setting • conduct conferences to support students to discuss their progress and identify their next learning goal • work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes • analyse student data to reflect and review the impact of their practice on learning outcomes • identify and adopt differentiated pedagogical practices that meet the learning needs of their students. LEADERS • Student led conferences to have a defined process where students have developed their learning goals in Literacy, Numeracy and Social and Emotional Learning • Evidence of Student Goal setting in end of year review cycles • Feedback from parents in Parent Opinion Survey • Reporting scale to increase from 2018
Success Indicators	ATS (Attitudes to School) data to maintain or increase in Stimulated Learning from 94.9% in 2018, Sense of Confidence from 88.6% and management of Bullying from 89.9%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Transparent communication between school and the community	☑ Principal	☑ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	☐ Equity funding will be used
Students celebrating their learning with their parents through personal goal setting and having ownership of their learning throughout the year.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
PL on what is required for successful Student Led Conferences	☑ Assistant Principal	☑ 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	$13,700.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$13,700.00**	**$0.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Support staff to incorporate a school-wide literacy and numeracy goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal	from: Term 1 to: Term 4		$2,500.00	
Attend regional PL on HITS and AMPLIFY Lead working group to develop strategy to implement aspects of HITS and AMPLIFY Develop PL program for staff on HITS and AMPLIFY Develop and implement peer observation strategy based upon aspects of HITS and AMPLIFY	from: Term 1 to: Term 4		$5,000.00	
Scope and Sequence to incorporate Literacy strategy Conference with students regarding their literacy twice per term	from: Term 1 to: Term 4		$2,100.00	
Oversee development of Instructional Model for reading to incorporate Literacy strategy and HITs Use student free day for staff to work through Reading	from: Term 1		$2,100.00	

resources linked to scope and sequence Reflect on Literacy Reading resources and disseminate to staff	to: Term 4			
Celebrating improvement in attendance at weekly assemblies - Grade of the Week	from: Term 1 to: Term 4		$500.00	
Support staff to incorporate a school-wide Wellbeing Program - Respectful Relationships - into their PDP documentation. Facilitate regular meetings with teams and individuals to discuss progress	from: Term 1 to: Term 4		$1,000.00	
PL on what is required for successful Student Led Conferences	from: Term 1 to: Term 4		$500.00	
Totals			$13,700.00	

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
Support staff to incorporate a school-wide literacy and numeracy goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal	☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist	☑ On-site
Attend regional PL on HITS and AMPLIFY Lead working group to develop strategy to implement aspects of HITS and AMPLIFY Develop PL program for staff on HITS and AMPLIFY Develop and implement peer observation strategy based upon aspects of HITS and AMPLIFY	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Scope and Sequence to incorporate Literacy strategy Conference with students regarding their literacy twice per term	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Oversee development of Instructional Model for reading to incorporate Literacy strategy and HITs Use student free day for staff to work through Reading resources linked to scope and sequence Reflect on Literacy Reading resources and disseminate to staff	☑ KLA Leader	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Celebrating improvement in attendance at weekly assemblies - Grade of the Week	☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Teaching partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Support staff to incorporate a school-wide Wellbeing Program - Respectful Relationships - into their PDP documentation. Facilitate regular meetings with teams and individuals to discuss progress	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ PLC Initiative ☑ Teaching partners ☑ Internal staff	☑ On-site
PL on driving school improvement and developing stimulating and engaging programs.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Internal staff ☑ Learning Specialist	☑ On-site

			☑ Peer observation including feedback and reflection	☑ Timetabled Planning Day		
Transparent communication between school and the community	☑ Principal	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Students celebrating their learning with their parents through personal goal setting and having ownership of their learning throughout the year.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
PL on what is required for successful Student Led Conferences	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site