

# 2019 Annual Implementation Plan

## for improving student outcomes

Footscray North Primary School (4160)



Submitted for review by Kay Willmott (School Principal) on 13 December, 2018 at 09:44 PM  
Endorsed by John Stone (Senior Education Improvement Leader) on 15 December, 2018 at 11:13 AM  
Awaiting endorsement by School Council President

## 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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	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	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

<b>Enter your reflective comments</b>	<p>FNPS remains committed to working as a Professional Learning community. With an articulated, well understood teaching and learning cycle, collaborative teams have a clear shared purpose in their work. Teachers work collaborative making links between students' progress data and their own professional learning needs. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. In 2018, teams set SMART goals related to student learning outcomes for each unit of work, and closely tracked (formative and ongoing assessments) student learning. As a result, the pace of a unit of work, became about student learning, rather than just teachers covering the curriculum. Teaching and learning coaches supported teams and individuals in building instructional practice to respond to the needs of their students identified via student data. In 2018 a Guaranteed and Viable Curriculum was articulated in English, Mathematics and Social Emotional Learning (drawn from Capabilities). Each of these areas have define Essential Learnings for each grade level. Proficiency Scales have been developed and continue to be refined in English and Mathematics. In 2018 Response to Invention was adopted to ensure all student have the time and support to master key content. There was an emphasis placed on students achieving a minimum of one years growth for one years work.</p> <p>In 2018 all staff were members of School Improvement Collaborative Teams (SIT) in addition to their teaching teams. Each</p>
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	<p>of the three SIT teams were aligned with a goal within the AIP and staff had an opportunity to contribute towards the goals of the school through the teaching and SIT teams. SIT teams enabled team members to understand the whole school perspective in relation to their SIT goal, and provide feedback and information to their teaching teams.</p>
<p><b>Considerations for 2019</b></p>	<p>Feedback from datasets and through staff consultation have identified the following  Working collaboratively as a PLC through the Teaching and Learning cycle, Coaching and Peer Observation will continue to be the drivers of improved practice and thus improved student learning outcomes across the school.</p> <p>In a school with a growing population, the introduction of Sub-School Leaders, supported alignment and levels of support to teaching staff.</p> <p>We will look to improve processes to respond to student voice to ensure the knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice.</p> <p>As 2019 is the final year of the current SSP, there are easily identifiable areas of focus to support the achievement of these goals</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve the learning growth in literacy and numeracy for every student.
<b>Target 1.1</b>	The percentage of students achieving low growth on 'Naplan Relative Growth Matched Cohort' report to be at or less than 10% in each area
<b>Target 1.2</b>	Maintain the percentage of students in the top two bands between Year 3 and Year 5 matched cohort data.
<b>Target 1.3</b>	The alignment between teacher judgement (AusVels) and Naplan data will show variation to be at a minimum of a 0.5 difference in Year 3 and Year 5.
<b>Target 1.4</b>	The alignment between teacher judgement and Fountas and Pinnell Reading levels will show variation to be at a minimum of a 0.5 difference in all year levels.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build and monitor a whole school approach to Professional Learning Teams (PLT's).
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build the instructional practice of every teacher.
<b>Goal 2</b>	To build student ownership of their learning.

<b>Target 2.1</b>	Kids Matters student surveys to show no student in the 'no' column in the area of Liking School.
<b>Target 2.2</b>	<p>Student opinion as expressed in the "Attitude to School Survey" scores to be at or above State and Regional means with an improvement in each variable by a minimum of 0.25 points, in the Teaching and Learning variables of:</p> <ul style="list-style-type: none"> <li>• Learning Confidence</li> <li>• School Connectedness</li> <li>• Stimulating Learning</li> <li>• Student Motivation</li> <li>• Teacher Effectiveness</li> <li>• Teacher Empathy</li> </ul>
<b>Target 2.3</b>	<p>Parent opinion as expressed in the "Parent Opinion Survey" scores to be within the fourth quartile in the Student Engagement variables of:</p> <ul style="list-style-type: none"> <li>• Student Motivation</li> <li>• School Connectedness</li> </ul>
<b>Target 2.4</b>	Response rate from the Parent Opinion Survey to be at 60%.

<b>Target 2.5</b>	<ul style="list-style-type: none"> <li>• Staff opinion as expressed in the “School Staff Survey” scores in the Staff Trust and Teacher Collaboration variables to be at or above State Level.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build student ownership of their learning.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build a guaranteed and viable curriculum.
<b>Goal 3</b>	To build the social emotional intelligence (EQ) capabilities of every student.
<b>Target 3.1</b>	Kids Matters student surveys to show no student in the ‘no’ column in the areas of: <ul style="list-style-type: none"> <li>• Feeling safe</li> <li>• Friends</li> <li>• Me</li> </ul>
<b>Target 3.2</b>	Student opinion as expressed in the “Attitude to School Survey” scores to be at or above State and Regional means with an improvement in each variable by a minimum of 0.25 points, in the Student Relationships variables of: <ul style="list-style-type: none"> <li>• Classroom Behaviour</li> <li>• Connectedness to Peers</li> <li>• Student Safety</li> </ul>

<b>Target 3.3</b>	Staff opinion as expressed in the “School Staff Survey” scores in the Collective Efficacy and Professional Learning Overall variables to be at or above State Level.
<b>Target 3.4</b>	<p>Parent opinion as expressed in the “Parent Opinion Survey” scores to be within the fourth quartile in the Student Engagement variables of:</p> <ul style="list-style-type: none"> <li>• Connectedness to Peers</li> <li>• Student Safety</li> <li>• Classroom Behaviour</li> </ul>
<b>Target 3.5</b>	Student absences across all year levels to be at or better than State level.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Continue and expand the Kids Matter approach to student wellbeing.
<b>Key Improvement Strategy 3.b</b> Building communities	Build the home / school partnership with parents and the community.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the learning growth in literacy and numeracy for every student.	Yes	The percentage of students achieving low growth on 'Naplan Relative Growth Matched Cohort' report to be at or less than 10% in each area	The percentage of students achieving low growth on 'Naplan Relative Growth Matched Cohort' report to be at or less than 10% in each area
		Maintain the percentage of students in the top two bands between Year 3 and Year 5 matched cohort data.	In the area of writing, maintain the percentage of students in the top two bands between Year 3 and Year 5 matched cohort data
		The alignment between teacher judgement (AusVels) and Naplan data will show variation to be at a minimum of a 0.5 difference in Year 3 and Year 5.	na
		The alignment between teacher judgement and Fountas and Pinnell Reading levels will show variation to be at a minimum of a 0.5 difference in all year levels.	na
To build student ownership of their learning.	Yes	Kids Matters student surveys to show no student in the 'no' column in the area of Liking School.	na

		<p>Student opinion as expressed in the “Attitude to School Survey” scores to be at or above State and Regional means with an improvement in each variable by a minimum of 0.25 points, in the Teaching and Learning variables of:</p> <ul style="list-style-type: none"> <li>• Learning Confidence</li> <li>• School Connectedness</li> <li>• Stimulating Learning</li> <li>• Student Motivation</li> <li>• Teacher Effectiveness</li> <li>• Teacher Empathy</li> </ul>	<p>Student opinion as expressed in the “Attitude to School Survey” in the Domain of Effective Teaching Practice for cognitive Engagement for the factor of Stimulating Learning to show growth of 10% in the positive endorsement</p> <p>Student opinion as expressed in the “Attitude to School Survey” in the Domain of Learner Characteristics and Dispositions Effective Teaching Practice for cognitive Engagement for the factor of Learning Confidence to a increase by 5% in the positive endorsement</p>
		<p>Parent opinion as expressed in the “Parent Opinion Survey” scores to be within the fourth quartile in the Student Engagement variables of:</p> <ul style="list-style-type: none"> <li>• Student Motivation</li> <li>• School Connectedness</li> </ul>	<p>To maintain levels of positive endorsement as expressed in the “Parent Opinion Survey” in the factors of Student Motivation and support (Student Cognitive Engagement) = 82% and Student Connectedness (Connection and Progression) = 93%</p>
		<p>Response rate from the Parent Opinion Survey to be at 60%.</p>	<p>NA</p>

		<ul style="list-style-type: none"> <li>• Staff opinion as expressed in the “School Staff Survey” scores in the Staff Trust and Teacher Collaboration variables to be at or above State Level.</li> </ul>	na
To build the social emotional intelligence (EQ) capabilities of every student.	Yes	<p>Kids Matters student surveys to show no student in the ‘no’ column in the areas of:</p> <ul style="list-style-type: none"> <li>• Feeling safe</li> <li>• Friends</li> <li>• Me</li> </ul>	na
		<p>Student opinion as expressed in the “Attitude to School Survey” scores to be at or above State and Regional means with an improvement in each variable by a minimum of 0.25 points, in the Student Relationships variables of:</p> <ul style="list-style-type: none"> <li>• Classroom Behaviour</li> <li>• Connectedness to Peers</li> <li>• Student Safety</li> </ul>	<p>Positive endorsement as expressed in the attitudes to school survey (students) to be at or above state levels</p> <p>social engagement: sense of connectedness (current 72% state 81%)</p> <p>School safety factors -  advocate at school (current 82% state 88%)  managing bullying (current 71% state 81%)  respect for diversity (current 73% state 81%)</p>
		<p>Staff opinion as expressed in the “School Staff Survey” scores in the Collective Efficacy and Professional</p>	NA

		Learning Overall variables to be at or above State Level.	
		<p>Parent opinion as expressed in the “Parent Opinion Survey” scores to be within the fourth quartile in the Student Engagement variables of:</p> <ul style="list-style-type: none"> <li>• Connectedness to Peers</li> <li>• Student Safety</li> <li>• Classroom Behaviour</li> </ul>	<p>positive endorsement as expressed in the “Parent Opinion Survey” scores to be at or above state levels factors of :</p> <p>Connection and progression: student connectedness (current 93% state 92%)</p> <p>Student safety (ALL current 85% state 84%)  managing bullying (current 78% state 82%)  not experiencing bullying (current 65% state 64%)  promoting positive behaviour (current 89% state 89%)  respect for diversity (current 95% state 89%)</p>
		Student absences across all year levels to be at or better than State level.	na

<b>Goal 1</b>	To improve the learning growth in literacy and numeracy for every student.
<b>12 Month Target 1.1</b>	The percentage of students achieving low growth on ‘Naplan Relative Growth Matched Cohort’ report to be at or less than 10% in each area

<b>12 Month Target 1.2</b>	In the area of writing, maintain the percentage of students in the top two bands between Year 3 and Year 5 matched cohort data	
<b>12 Month Target 1.3</b>	na	
<b>12 Month Target 1.4</b>	na	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Build and monitor a whole school approach to Professional Learning Teams (PLT's).	No
<b>KIS 2</b> Building practice excellence	Build the instructional practice of every teacher.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>FNPS will continue to work as a PLT. Collaborative Teams have been established and processed refined to focus the work of the team to support student learning outcomes. Feedback from teams indicates alignment between the Teaching and Learning Cycle and the targeted work within collaborative teams.</p> <p>Feedback from staff through focus groups, PDP conversations and data indicates a need and desire to further build the instructional practices, particularly in the area of writing. Writing data, whilst improving over time, indicated a significant drop in the percentage of students performing in the top two bands in NAPLAN between year 3 and year 5. In 2018, a Guaranteed and Viable Writing curriculum was documented and aligned through the development of Essential Learnings and Proficiency Scales. This work on the curriculum has been the first stage of learning, this will now move into building instructional practices. This phase will be supported by focused professional learning, coaching and peer observations.</p>	
<b>Goal 2</b>	To build student ownership of their learning.	
<b>12 Month Target 2.1</b>	na	

<b>12 Month Target 2.2</b>	<p>Student opinion as expressed in the “Attitude to School Survey” in the Domain of Effective Teaching Practice for cognitive Engagement for the factor of Stimulating Learning to show growth of 10% in the positive endorsement</p> <p>Student opinion as expressed in the “Attitude to School Survey” in the Domain of Learner Characteristics and Dispositions Effective Teaching Practice for cognitive Engagement for the factor of Learning Confidence to a increase by 5% in the positive endorsement</p>	
<b>12 Month Target 2.3</b>	<p>To maintain levels of positive endorsement as expressed in the “Parent Opinion Survey” in the factors of Student Motivation and support (Student Cognitive Engagement) = 82% and Student Connectedness (Connection and Progression) = 93%</p>	
<b>12 Month Target 2.4</b>	NA	
<b>12 Month Target 2.5</b>	na	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build student ownership of their learning.	No
<b>KIS 2</b> Curriculum planning and assessment	Build a guaranteed and viable curriculum.	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.	FNPS will continue to refine our Guaranteed and Viable Curriculum. Staff will collaboratively review and refine proficiency scales with a particular focus on application and extension for students whom have demonstrated proficiency at the standard expected. NAPLAN data sets indicate that there is a significant reduction in the percentage of students in the top two bands in the areas of writing, grammar and punctuation and spelling, Feedback from staff in focus groups and through data sets including ATTSS and POS indicate that we still have fruther work to do to ensure the curriculum delivered is engaging and challenging. In Partnership with the Primary Maths Science Specialist initiate (cohort 5), we plan to build staff knowledge and understanding of the developmental curriculum in the Science and Technologies area.
<b>Goal 3</b>	To build the social emotional intelligence (EQ) capabilities of every student.
<b>12 Month Target 3.1</b>	na
<b>12 Month Target 3.2</b>	Positive endorsement as expressed in the attitudes to school survey (students) to be at or above state levels  social engagement: sense of connectedness (current 72% state 81%)  School safety factors - advocate at school (current 82% state 88%) managing bullying (current 71% state 81%) respect for diversity (current 73% state 81%)
<b>12 Month Target 3.3</b>	NA
<b>12 Month Target 3.4</b>	positive endorsement as expressed in the "Parent Opinion Survey" scores to be at or above state levels factors of :  Connection and progression: student connectedness (current 93% state 92%)  Student safety (ALL current 85% state 84%) managing bullying (current 78% state 82%) not experiencing bullying (current 65% state 64%) promoting positive behaviour (current 89% state 89%) respect for diversity (current 95% state 89%)
<b>12 Month Target 3.5</b>	na

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Continue and expand the Kids Matter approach to student wellbeing.	Yes
<b>KIS 2</b> Building communities	Build the home / school partnership with parents and the community.	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.	<p>In 2018 a significant commitment to developing our Social Emotional Learning/Curriculum was made. The curriculum was drawn from Victorian Curriculum Capabilities strands and the health domain. Staff have shown commitment to and developed proficiency in delivering this curriculum in an explicit way. The whole school has been supported to deliver this program through the lens of Positive Education. 2018 saw the implementation and refining of a whole school approach to behavior management and the scaling up of a consistent way of managing incidents. In 2017 the 5/6 team trialed the Positive Education approach to delivering the SEL. Data was collected through the Melbourne University Wellbeing Profiler twice that year. Results showed a significant reduction in risk factors related to well being, and an improvement in protective factors. This was further confirmed by more positive endorsements from the year 6 students in the attitudes to school survey in 2018&gt; These students being those who accessed the Positive Education approach to delivering our SEL curriculum for over 18months compared with the year 4 and 5 responses whom were only 6 months or so into the implementation of the updates SEL curriculum.</p> <p>This year we held a parent information session sharing the work we are doing in the SEL curriculum. The event was well attended and feedback from the parents indicate the information presented supported them understanding our work and feeling enabled to support their child at home better.</p>	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the learning growth in literacy and numeracy for every student.
<b>12 Month Target 1.1</b>	The percentage of students achieving low growth on 'Naplan Relative Growth Matched Cohort' report to be at or less than 10% in each area
<b>12 Month Target 1.2</b>	In the area of writing, maintain the percentage of students in the top two bands between Year 3 and Year 5 matched cohort data
<b>12 Month Target 1.3</b>	na
<b>12 Month Target 1.4</b>	na
<b>KIS 1</b> Building practice excellence	Build the instructional practice of every teacher.
<b>Actions</b>	<p>Teachers will participate in professional learning, coaching and peer observations focused on building consistency in high quality, instructional practices in Writing. Leading teachers and learning specialists will have significant time to collaborate with staff to guide, facilitate and drive professional learning. The HITS resource will support and guide teachers in their reflections upon areas of strength and areas for growth.</p> <p>Working as a PLC in collaborative teams, staff will have the opportunity to translate professional learning in HITS, into evidence through collaborative planning.</p> <p>Teachers will access discipline based professional learning in the area of writing to deepen understanding of the Writing curriculum using 6+1 traits of writing framework</p>
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>receive differentiated teaching that is informed by student data and appropriate high impact teaching strategies</li> <li>access an aligned, detailed and sequential curriculum in writing</li> <li>have timely interventions when not demonstrating expected levels of performance or growth</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>explicitly deliver the essential learnings in all areas of the writing curriculum through a targeted differentiated classroom program</li> <li>have improved understanding of the writing curriculum and HITS that support the delivery of the curriculum</li> <li>be active participants in professional learning through coaching and peer observations focused on HITS in the area of writing</li> </ul>

	Leaders will establish structured coaching and mentoring programs to systematically build teaching capabilities Allocate resources to enable coaching, peer observation and professional learning to be delivered			
<b>Success Indicators</b>	Tracking of student performance against proficiency scales Staff collaboration and feedback in collaborative team meetings Planning documents reflective of the entire writing curriculum Planning documents reflective of the HITS Tracking of teacher capabilities against continuum of practice in in the HITS document Documentation collected through cycles of coaching and peer observations			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum Day - Writing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Peer observations - HITS and or writing	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Coaching - HITS and or writing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Collaborative Teams developing detailed planning documents reflective of EL/PS informed by tracking/data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$50,000.00

	<input checked="" type="checkbox"/> Team Leader(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Assessment and Moderation of student work samples linked to EL and PS - vertically and within collaborative teams	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build student ownership of their learning.			
<b>12 Month Target 2.1</b>	na			
<b>12 Month Target 2.2</b>	<p>Student opinion as expressed in the "Attitude to School Survey" in the Domain of Effective Teaching Practice for cognitive Engagement for the factor of Stimulating Learning to show growth of 10% in the positive endorsement</p> <p>Student opinion as expressed in the "Attitude to School Survey" in the Domain of Learner Characteristics and Dispositions Effective Teaching Practice for cognitive Engagement for the factor of Learning Confidence to a increase by 5% in the positive endorsement</p>			
<b>12 Month Target 2.3</b>	To maintain levels of positive endorsement as expressed in the "Parent Opinion Survey" in the factors of Student Motivation and support (Student Cognitive Engagement) = 82% and Student Connectedness (Connection and Progression) = 93%			
<b>12 Month Target 2.4</b>	NA			
<b>12 Month Target 2.5</b>	na			
<b>KIS 1</b>	Build a guaranteed and viable curriculum.			

Curriculum planning and assessment	
<b>Actions</b>	<p>To construct a Guaranteed and Viable Curriculum in the Science and Technologies area</p> <p>To build staff understanding of application and extension in the context of proficiency scales and Essential Learnings</p> <p>For staff to effectively track student learning through formative and ongoing assessment strategies, to support differentiation and planning utilizing HITS</p> <p>For staff to share proficiency scales with student to identify learning goals and track progress with student input</p>
<b>Outcomes</b>	<p>Students will  access an aligned, detailed and sequential curriculum in the Science and Technologies area  received differentiated learning program to ensure high performing students continue to demonstrate strong growth  be able to identify what skills they are working towards drawn with the support of a proficiency scale</p> <p>Teachers will  have improved understanding of proficiency scales, in particular at the application and extension levels  evidence proficiency scales in learning intentions and success criteria through planning and delivery of classroom programs  effectively track student learning through formative and ongoing assessment strategies, to support differentiation and planning utilizing HITS  have an improved of the Science and Technologies curriculum and HITS that support the delivery of this curriculum  be active participants in professional learning through coaching and peer observations focused on HITS</p> <p>Leaders will  allocation resources to enable staff to collaborate together as a professional learning community in order to work towards goals above</p>
<b>Success Indicators</b>	<p>Alignment of data sets (teacher judgement and proficiency scales) (PAT and Teacher judgement) - reduction in the variability of data from one data set to another</p> <p>Students will have greater access to a high quality Science and Technologies curriculum, reflected in strong performance and growth when assessment against the Victorian Curriculum</p> <p>Planning documents reflective of the HITS</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Primary Maths Science Specialist program implementation. (funding allocation through SRP)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$107,000.00  <input type="checkbox"/> Equity funding will be used
Professional learning for staff to create a consistent understanding of proficiency scales, in particular application (4.0) and extension (next standard)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Teacher tracking student outcomes against proficiency scales. Weekly collaborative team meetings where cohort data in analysed. Teams take outcomes of the data analysis into their weekly planning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To build the social emotional intelligence (EQ) capabilities of every student.			
<b>12 Month Target 3.1</b>	na			
<b>12 Month Target 3.2</b>	Positive endorsement as expressed in the attitudes to school survey (students) to be at or above state levels  social engagement: sense of connectedness (current 72% state 81%)  School safety factors - advocate at school (current 82% state 88%) managing bullying (current 71% state 81%) respect for diversity (current 73% state 81%)			
<b>12 Month Target 3.3</b>	NA			

<b>12 Month Target 3.4</b>	<p>positive endorsement as expressed in the “Parent Opinion Survey” scores to be at or above state levels factors of :</p> <p>Connection and progression: student connectedness (current 93% state 92%)</p> <p>Student safety (ALL current 85% state 84%)  managing bullying (current 78% state 82%)  not experiencing bullying (current 65% state 64%)  promoting positive behaviour (current 89% state 89%)  respect for diversity (current 95% state 89%)</p>
<b>12 Month Target 3.5</b>	na
<b>KIS 1</b> Health and wellbeing	Continue and expand the Kids Matter approach to student wellbeing.
<b>Actions</b>	<p>For Collaborative teams to construct proficiency scales drawn from the Essential learnings in the Social Emotional Learning curriculum (drawn from the Victorian Curriculum Capabilities strands).</p> <p>For staff to track student performance in the SEL curriculum through teacher judgment</p> <p>Enhancing the inclusive education practices of all staff</p>
<b>Outcomes</b>	<p>Students will  be supported in identifying learning goals (from proficiency scales) in the SEL curriculum  demonstrate improved performance</p> <p>teachers will  deliver the SEL curriculum explicitly  further enhance opportunity for students to demonstrate master of the SEL curriculum in an integrated and authentic way  align the SEL curriculum vertically  expand their knowledge of inclusive education approaches to ensure all students are supported in their learning</p>
<b>Success Indicators</b>	<p>Development of proficiency scales to unpack and align the SEL curriculum</p> <p>Teacher judgement in the capabilities strands to evidence student performance in this area.</p> <p>Consistent language used across the school in the SEL curriculum delivery and behavior management approaches</p> <p>Greater understanding of the SMART goal methodology to support the development of ILIPs</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Proficiency scales developed for each Essential Learning within the SEL curriculum	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Facilitated professional learning for all staff to continue growth of teacher content knowledge and capacity to deliver a high quality SEL curriculum	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Further development of assessment approaches and strategies to evidence student achievement and progress in the SEL curriculum	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff learning related to SMART goal methodology embedded with ILIPs	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" 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	\$62,000.00	\$62,000.00
Additional Equity funding	0.00	0.00
<b>Grand Total</b>	<b>\$62,000.00</b>	<b>\$62,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Curriculum Day - Writing	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Professional learning for staff to create a consistent understanding of proficiency scales, in particular application (4.0) and extension (next standard)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Teacher tracking student outcomes against proficiency scales. Weekly collaborative team meetings where cohort data is analysed. Teams take outcomes of the data analysis into their weekly planning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Proficiency scales developed for each Essential Learning within the SEL curriculum	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00



	to: Term 4			
Facilitated professional learning for all staff to continue growth of teacher content knowledge and capacity to deliver a high quality SEL curriculum	from: Term 1 to: Term 4	<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
Further development of assessment approaches and strategies to evidence student achievement and progress in the SEL curriculum	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Staff learning related to SMART goal methodology embedded with ILIPs	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
<b>Totals</b>			\$62,000.00	\$62,000.00

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum Day - Writing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Jim Kinneborough  <input checked="" type="checkbox"/> Departmental resources  Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Peer observations - HITS and or writing	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources  HITS	<input checked="" type="checkbox"/> On-site
Coaching - HITS and or writing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources  Literacy Toolkits and HITS	<input checked="" type="checkbox"/> On-site
Collaborative Teams developing detailed planning documents reflective of EL/PS informed by tracking/data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<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

	<input checked="" type="checkbox"/> Team Leader(s)		<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Assessment and Moderation of student work samples linked to EL and PS - vertically and within collaborative teams	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Primary Maths Science Specialist program implementation. (funding allocation through SRP)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Professional learning for staff to create a consistent understanding of proficiency scales, in particular application (4.0) and extension (next standard)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<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 tracking student outcomes against proficiency scales. Weekly collaborative team meetings where cohort data in analysed. Teams take outcomes of the data analysis into their weekly planning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Proficiency scales developed for each Essential Learning within the SEL curriculum	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Facilitated professional learning for all staff to continue growth of teacher content knowledge and capacity to deliver a high quality SEL curriculum	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Further development of assessment approaches and strategies to evidence student achievement and progress in the SEL curriculum	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff learning related to SMART goal methodology embedded with ILIPs	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site