

2019 Annual Implementation Plan

for improving student outcomes

Gladstone Park Primary School (5007)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	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	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>GPPS has clear goals and targets that support improved student learning through agreed FISO priorities- Curriculum Planning & Assessment and Building Practice Excellence. Teachers are becoming increasingly data-literate and work collaboratively to interrogate and use data to identify the gaps in student learning. The school's investment in professional learning in numeracy has impacted very positively on teachers' confidence and knowledge in the delivery of differentiated mathematics programs and on student achievement. Staff have embraced the work that we have started in partnership with the EIL's to improve literacy outcomes. As a result, teachers have begun to critically reflect on their practice- particularly in guided and independent reading. They have used professional practice days to collaboratively explore the literacy portal and resources.</p> <p>Students are relatively well-behaved and self-motivated – expectations for students have continued to be set, and students set positive examples for younger and new students. Teachers have high expectations of student behaviour and maintain consistent approaches. Student Attitudes data shows that student voice/agency needs to move beyond Leadership.</p> <p>Equity funding has been used very effectively to support a number of school programs and initiatives, including professional</p>
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	learning, collaborative planning, an accelerated learning program, provision of a play group (to improve AEDI) and additional point-of-need support for at risk students.
Considerations for 2020	<p>The focus of our work in 2019 will need to be around:</p> <ul style="list-style-type: none"> *Improving literacy outcomes for students across the school, with a particular emphasis in reading. *Preparing for and participating in the School Self-Evaluation and Review. *Empowering students to learn and achieve through student voice and agency. <p>School leadership will have a greater coaching and mentoring role through the appointment of Learning Specialists as PLC leaders. This will be supported through the school's participation in the PLC Initiative.</p>
Documents that support this plan	

Draft

SSP Goals Targets and KIS

Goal 1	To continually improve student achievement.
Target 1.1	<ol style="list-style-type: none"> 1. To increase the school mean in Teacher Judgments for all dimensions of English and Maths. 2. All children deemed capable to achieve at least 12 months growth every year in English and Maths, as indicated by EOL, Teacher Judgments, On Demand and school based maths test data. 3. NAPLAN matched cohort school mean to be at or above the state mean, particularly in Numeracy. 4. Greater percentage of students achieving high relative growth in each NAPLAN band, particularly bands 5-8 (<i>high achievers</i>). 5.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build teacher capacity to effectively differentiate teaching for all students in Reading.
Goal 2	To continue whole school focus on high expectations and student care and safety.
Target 2.1	<ol style="list-style-type: none"> 1. Overall mean scores for all variables in the '<i>Student Relationships</i>' and '<i>Wellbeing</i>' dimensions of the <u>Attitudes to School Survey</u> will be consistently above State Means. 2. Mean scores for all variables in the '<i>School Climate</i>' and '<i>Student Behaviour</i>' dimensions of the <u>Parent Opinion Survey</u> will be consistently in the top quartile ranking against Primary School means
Key Improvement Strategy 2.a Empowering students and building school pride	Strengthen and improve practices that engage students in their learning and foster an inclusive learning environment that is based on high expectations for all.
Goal 3	To maximise the use of existing resources and funding to build teacher and school capacity.

Target 3.1	<ol style="list-style-type: none"> 1. High performing teams are to be developed by providing time to support teachers to plan, learn and assess together. 2. Improved student learning outcomes to reflect the investment in additional support programs 3. The Professional Learning budget maintained to support high quality instructional practice 4. Improved continuity of teaching and learning to reflect the uncluttering of the curriculum. 5. Mean scores for all variables in the 'School Climate' and 'Professional Learning' components of the <u>School Staff Survey</u> will rank at or above Primary School means.
Key Improvement Strategy 3.a Building practice excellence	Strengthen the capacity of the Professional Learning Teams to foster professional learning for staff and deliver improved student outcomes.
Goal 4	To reduce student absenteeism and strengthen school-parent relationships.
Target 4.1	<ol style="list-style-type: none"> 1. Student absence rates reduced to an average of 12 days or less per student by 2019. Prep absence to decrease by an average of 3 days. 2. Overall mean scores for all variables in the 'Student Relationships' and 'Teaching & Learning' dimensions of the <u>Attitudes to School Survey</u> will be consistently above State Means. 3. Mean scores for all variables in the 'School Climate' and 'Student Engagement' dimensions of the <u>Parent Opinion Survey</u> will be consistently in the top quartile ranking against Primary School means.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Strengthen the message that 'It's not ok to be away'.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To continually improve student achievement.	Yes	<ol style="list-style-type: none"> 1. To increase the school mean in Teacher Judgments for all dimensions of English and Maths. 2. All children deemed capable to achieve at least 12 months growth every year in English and Maths, as indicated by EOL, Teacher Judgments, On Demand and school based maths test data. 3. NAPLAN matched cohort school mean to be at or above the state mean, particularly in Numeracy. 4. Greater percentage of students achieving high relative growth in each NAPLAN band, particularly bands 5-8 (<i>high achievers</i>). 5. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ol style="list-style-type: none"> 1. Teacher Judgement data to show 95% of students achieving at or above expected level in all English strands. 2. The percentage of students with high growth in NAPLAN to increase to 25% in Reading, Writing, and Spelling and 28% in Grammar & Punctuation.
To continue whole school focus on high expectations and student care and safety.	Yes	<ol style="list-style-type: none"> 1. Overall mean scores for all variables in the '<i>Student Relationships</i>' and '<i>Wellbeing</i>' dimensions of the <u>Attitudes to School Survey</u> will be consistently above State Means. 2. Mean scores for all variables in the '<i>School Climate</i>' and '<i>Student Behaviour</i>' dimensions of the <u>Parent Opinion Survey</u> will be consistently in the top quartile ranking against Primary School means 	<ol style="list-style-type: none"> 1. In the Attitudes to School Survey, the positive endorsement in the following factors to be: <ul style="list-style-type: none"> *Classroom Behaviour- 85%. *Learning Confidence- 78%. *Student Voice & Agency- 75% *Advocate at School- 90% *Managing Bullying- 90% 2. In the Parent Opinion Survey, the positive endorsement in the following factors to be: <ul style="list-style-type: none"> *High Expectation for Success- 90% *Stimulating Learning Environment- 90%

			<p>*Confidence and Resiliency Skills- 95%. *Managing Bullying- 92%. *School Connectedness- 94%</p>
To maximise the use of existing resources and funding to build teacher and school capacity.	Yes	<ol style="list-style-type: none"> 1. High performing teams are to be developed by providing time to support teachers to plan, learn and assess together. 2. Improved student learning outcomes to reflect the investment in additional support programs 3. The Professional Learning budget maintained to support high quality instructional practice 4. Improved continuity of teaching and learning to reflect the uncluttering of the curriculum. 5. Mean scores for all variables in the '<i>School Climate</i>' and '<i>Professional Learning</i>' components of the <u>School Staff Survey</u> will rank at or above Primary School means. 	<p>In the School Staff Survey, the positive endorsement in the following components to be: *Collective Efficacy- 80%. *Collective Responsibility- 90%. *Teacher Collaboration- from 79% to 84%. *Collective Focus on Student Learning- 95%. *Renewal of Knowledge and Skills- 95%. *School Level Support- 80%. *Coherence- 90%</p>
To reduce student absenteeism and strengthen school-parent relationships.	No	<ol style="list-style-type: none"> 1. Student absence rates reduced to an average of 12 days or less per student by 2019. Prep absence to decrease by an average of 3 days. 2. Overall mean scores for all variables in the '<i>Student Relationships</i>' and '<i>Teaching & Learning</i>' dimensions of the <u>Attitudes to School Survey</u> will be consistently above State Means. 3. Mean scores for all variables in the '<i>School Climate</i>' and '<i>Student Engagement</i>' dimensions of the <u>Parent Opinion Survey</u> will be consistently in the top quartile ranking against Primary School means. 	

Goal 1	To continually improve student achievement.	
12 Month Target 1.1	<p>1. Teacher Judgement data to show 95% of students achieving at or above expected level in all English strands.</p> <p>2. The percentage of students with high growth in NAPLAN to increase to 25% in Reading, Writing, and Spelling and 28% in Grammar & Punctuation.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity to effectively differentiate teaching for all students in Reading.	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>The 2018 School Performance report places the school in the 'Transform' performance group for Reading. NAPLAN data for Reading shows:</p> <ul style="list-style-type: none"> *61.1% of year 5 students with high or medium learning gain. *45% of year 3 students in the top two bands- below State and Network Schools mean. *28% of year 5 students in the top two bands- below State and Network Schools mean. <p>The school has identified Guided and Independent Reading an area needing particular attention.</p>	
Goal 2	To continue whole school focus on high expectations and student care and safety.	
12 Month Target 2.1	<p>1. In the Attitudes to School Survey, the positive endorsement in the following factors to be:</p> <ul style="list-style-type: none"> *Classroom Behaviour- 85%. *Learning Confidence- 78%. *Student Voice & Agency- 75% *Advocate at School- 90% *Managing Bullying- 90% <p>2. In the Parent Opinion Survey, the positive endorsement in the following factors to be:</p> <ul style="list-style-type: none"> *High Expectation for Success- 90% *Stimulating Learning Environment- 90% *Confidence and Resiliency Skills- 95%. 	

	<p>*Managing Bullying- 92%. *School Connectedness- 94%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Strengthen and improve practices that engage students in their learning and foster an inclusive learning environment that is based on high expectations for all.	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.	Students are offered a number of opportunities to participate in the Student Leadership Program at Gladstone Park PS. The leadership roles include School Captains and Vice Captains, House Captains, Junior School Council, Chamber Choir and a number of formalised monitor roles throughout the school. Student leaders are provided with training and have been given a greater responsibility for modelling and planning activities. However, data indicates the need to further empower students to learn and achieve through student voice and agency. Student Attitudes data for 2018 indicates this remains an area for further growth for the school- there was a 70% positive response for 'Student Voice & Agency' (slightly below Similar Schools and State mean).	
Goal 3	To maximise the use of existing resources and funding to build teacher and school capacity.	
12 Month Target 3.1	<p>In the School Staff Survey, the positive endorsement in the following components to be:</p> <ul style="list-style-type: none"> *Collective Efficacy- 80%. *Collective Responsibility- 90%. *Teacher Collaboration- from 79% to 84%. *Collective Focus on Student Learning- 95%. *Renewal of Knowledge and Skills- 95%. *School Level Support- 80%. *Coherence- 90% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Strengthen the capacity of the Professional Learning Teams to foster professional learning for staff and deliver improved student 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.

Whilst the school has a well established 'professional learning team' culture, the school's participation in the 2019 intake for the PLC initiative training will provide a significant opportunity to develop/refine/embed understandings, practices and structures within the context of the school's 2019 Review phase.

Define Actions, Outcomes and Activities

Goal 1	To continually improve student achievement.
12 Month Target 1.1	<ol style="list-style-type: none"> 1. Teacher Judgement data to show 95% of students achieving at or above expected level in all English strands. 2. The percentage of students with high growth in NAPLAN to increase to 25% in Reading, Writing, and Spelling and 28% in Grammar & Punctuation.
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity to effectively differentiate teaching for all students in Reading.
Actions	<ul style="list-style-type: none"> Build excellence in classroom practice in literacy. Differentiate teaching to meet students' different learning needs. Build instructional leadership in literacy. Empower students in their learning. Embed a whole school focus on literacy. Engage parents and carers as partners in literacy learning.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -understand what they need to do next to continue to improve. -provide feedback to their teachers about their learning and give voice to their interests and needs. -demonstrate an enjoyment of reading -experience success, understand where improvement has occurred in their learning and skill development and explain the strategies they use <p>Teachers will:</p> <ul style="list-style-type: none"> -use peer observation and work in their professional learning teams to unpack best-practice reading instruction to develop teaching and learning activities. -expect that every student will make at least 12 months' growth in a school year. -make teacher judgements that are consistent both across the school and with other sources of data, e.g. NAPLAN and On Demand. -systematically collect and analyse student achievement data and reflect on the impact of teaching practice. -encourage and reflect on student feedback -articulate and set learning goals with students, including the possible steps to reach these goals

	<p>-routinely adjust teaching and learning to cater for individual needs.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -demonstrate a relentless focus on improving literacy across the school, set high expectations and challenge the thinking of their team members. -support and provide ongoing opportunities for all staff to progressively develop higher levels of efficacy in the delivery of literacy. -collaborate with staff in the provision of critical peer feedback. -use the Victorian Teaching and Learning Model to guide best practice. -ensure the alignment of goals from the Annual Implementation Plan and staff Professional Development Plans -be empowered to build collective efficacy and highly impactful PLCs through participation in the PLC Initiative. -manage human and financial resources to facilitate coaching, mentoring and professional development. 			
<p>Success Indicators</p>	<ul style="list-style-type: none"> * Percentage of students in the top two bands of NAPLAN in Reading * Percentage of students in the bottom two bands of NAPLAN in reading * Percentage of students with medium to high relative growth in reading (NAPLAN) * Percentage of students at or above expected level for Reading & Viewing (Teacher Judgement) * Consistency of data in the NAPLAN Comparison to Teacher Judgement in Reading * Percentage of teachers reporting positively against 'Collective Efficacy' and 'Collective Responsibility' survey items in the School Staff Survey. * PLC Maturity Matrix to show progress * School based School Improvement Survey to show improvement in teacher practice and mindsets. * Team Planning Documents (Reading) to show changes in approach to planning, differentiated learning activities based on specific needs and explicit use of data. 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Participate in regular deep engagements with Regional support staff in the area of reading in order to build teacher efficacy to deliver high level literacy instruction.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Learning Specialists to plan with teachers and work in classrooms to implement high impact strategies linked to the Literacy Toolkit, to model and observe teacher practice and give feedback.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
School Improvement Team to participate in the PLC initiative as part of the 2019 intake in order to build on the PLC practices that reliably increase teacher effectiveness and student learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School Improvement Team to conduct regular walk-throughs and give feedback based on observations.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement 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
Utilise RVEAL to support the acquisition of the literacy skills of EAL students (Reading and Vocabulary).	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure the alignment of goals from the Annual Implementation Plan and staff Professional Development Plans.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct literacy workshops for parents and families.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Teachers to be supported to participate in regular horizontal and vertical moderation activities within the school, reflecting on data from a range of assessment tools.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(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
Unpack the Victorian Teaching and Learning Model.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To continue whole school focus on high expectations and student care and safety.			
12 Month Target 2.1	<p>1. In the Attitudes to School Survey, the positive endorsement in the following factors to be:</p> <ul style="list-style-type: none"> *Classroom Behaviour- 85%. *Learning Confidence- 78%. *Student Voice & Agency- 75% *Advocate at School- 90% *Managing Bullying- 90% <p>2. In the Parent Opinion Survey, the positive endorsement in the following factors to be:</p> <ul style="list-style-type: none"> *High Expectation for Success- 90% *Stimulating Learning Environment- 90% *Confidence and Resiliency Skills- 95%. *Managing Bullying- 92%. *School Connectedness- 94% 			
KIS 1 Empowering students and building school pride	Strengthen and improve practices that engage students in their learning and foster an inclusive learning environment that is based on high expectations for all.			
Actions	Build on a culture that values and nurtures student voice, agency and leadership. Empower students to have a democratic voice in the running of their learning community. Students to be provided with opportunities to exercise authentic agency in their own learning. Actively develop leadership skills in students and the capacity and confidence to represent the school and students.			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -be active participants in their learning, taking increasing responsibility. -set goals for their learning based on self-reflection and feedback from teachers and peers. -feel they have a say in what and how they learn. -present their own ideas, opinions, knowledge and experience with increasing confidence. -have opportunities to initiate school events and to engage in planning and facilitating them. <p>Teachers will:</p> <ul style="list-style-type: none"> -know their students and how they learn -Use the HITS as an approach to support the development of student voice and agency (focus on Setting Goals, Collaborative Learning, Feedback, Metacognition and Differentiation) -design open-ended learning experiences -explicitly teach leadership skills -engage students in setting and monitoring their learning goals -actively seek feedback from their students -reflect on student feedback to modify their approaches or practice. <p>Leaders will:</p> <ul style="list-style-type: none"> -Set high expectations and prioritise student engagement, achievement and wellbeing, and promote a culture which honours student voice, agency and leadership. -Clearly articulate the importance of student voice, agency and leadership in guiding all school work. -Facilitate professional development for all staff to support the skills of dialogue, listening and responding to student voice. 			
Success Indicators	<ul style="list-style-type: none"> * Positive response rates in the Student Voice & Agency survey factor in the Student Attitudes and Parent Opinion Surveys. * FISO Continua of Practice Self-Evaluation (Empowering Students and Building School Pride) to show school practice at the 'Embedding' stage for Student Voice and Agency. * School based School Improvement Survey to show improvement in teacher practice and mindsets. * Pivot Survey results to show positive responses. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participation in the Hume/Moreland COP 'Student Voice & Agency', which includes working with Bastow's pilot program conducting 2 cycles of the Pivot Student Perception Survey.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,400.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Unpack DET's AMPLIFY resource, focusing on the distinction between Student 'Voice', 'Agency' and 'Leadership'. Teachers will explore 'Key Questions for Teacher' whilst reflecting on the Practice Principles.</p>	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>PLTs will plan and implement regular activities to facilitate student involvement/agency in learning - involving goal setting, self-reflection, co-designing/negotiating learning tasks, leadership skills development.</p>	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>SIT team to visit schools that are implementing highly effective programs.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Review and broaden the role of Junior School Council and align it to the 'Student Voice Teams' model.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To maximise the use of existing resources and funding to build teacher and school capacity.			
12 Month Target 3.1	In the School Staff Survey, the positive endorsement in the following components to be: *Collective Efficacy- 80%. *Collective Responsibility- 90%. *Teacher Collaboration- from 79% to 84%. *Collective Focus on Student Learning- 95%. *Renewal of Knowledge and Skills- 95%. *School Level Support- 80%. *Coherence- 90%			

KIS 1 Building practice excellence	Strengthen the capacity of the Professional Learning Teams to foster professional learning for staff and deliver improved student outcomes.			
Actions	<ul style="list-style-type: none"> *Participate in the PLC initiative and draw on the School Self-evaluation and Review process in order to continue to build on the PLC practices that reliably increase teacher effectiveness and student learning. *Ensure structures, protocols and schedules are in place to facilitate collaborative professional learning, reflection and planning within PLC's. *Continue to build teacher capacity to use multiple sources of data to reflect on the impact of teaching practice on student learning. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -experience consistent, high level teaching across the school <p>Teachers will:</p> <ul style="list-style-type: none"> -identify how their practice has changed through the support of professional learning and/or leadership development. -develop a deep knowledge of the curriculum and students' progress and achievement, through use of high-quality Common Assessment Tasks, targeted feedback and rigorous moderation processes -support their colleagues' professional growth by engaging in rigorous discussions about effective teaching and learning and challenging one another to justify/explain their practice, based on evidence. -feel they are engaged in and contributing to a deep reflective dialogue about the school's performance. <p>Leaders will:</p> <ul style="list-style-type: none"> -Ensure that timetables and meeting schedules prioritise collaboration for improvement across all teams -Model effective feedback processes and facilitate multiple opportunities for regular feedback -Facilitate regular evaluation of the impact of PLTs in relation to improving student learning and the quality of teaching. -Facilitate reciprocal visits for staff within neighbouring schools. 			
Success Indicators	<ul style="list-style-type: none"> * Percentage of teachers reporting positively against 'Collective Efficacy', 'Collective Responsibility', 'Collective Focus on Student Learning' and 'Renewal of Knowledge and Skills' survey items in the School Staff Survey. * PLC Maturity Matrix to show progress * School based School Improvement Survey to show improvement in teacher practice and mindsets. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

School Improvement Team to participate in the PLC initiative as part of the 2019 intake.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
In their PLTs, teachers will continue to systematically and collaboratively interrogate student achievement data and reflect on student feedback. They will engage in rigorous/challenging professional conversations about the effectiveness and impact of their practice on student outcomes- particularly within the context of the School Review.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
School Improvement Team to participate in Data Literacy Professional Learning at Bastow	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,800.00 <input checked="" type="checkbox"/> Equity funding will be used
PLTs leaders will visit exemplar schools to observe PLT meetings.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$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	\$45,700.00	\$45,700.00
Additional Equity funding	\$326,600.00	\$326,600.00
Grand Total	\$372,300.00	\$372,300.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Participate in regular deep engagements with Regional support staff in the area of reading in order to build teacher efficacy to deliver high level literacy instruction.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Learning Specialists to plan with teachers and work in classrooms to implement high impact strategies linked to the Literacy Toolkit, to model and observe teacher practice and give feedback.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00
School Improvement Team to conduct regular walk-throughs and give feedback based on observations.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Conduct literacy workshops for parents and families.	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00

	to: Term 2			
Teachers to be supported to participate in regular horizontal and vertical moderation activities within the school, reflecting on data from a range of assessment tools.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Participation in the Hume/Moreland COP 'Student Voice & Agency', which includes working with Bastow's pilot program conducting 2 cycles of the Pivot Student Perception Survey.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Cost of conducting a second Pivot survey cycle not funded through Bastow	\$1,400.00	\$1,400.00
Unpack DET's AMPLIFY resource, focusing on the distinction between Student 'Voice', 'Agency' and 'Leadership'. Teachers will explore 'Key Questions for Teacher' whilst reflecting on the Practice Principles.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
SIT team to visit schools that are implementing highly effective programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,500.00	\$1,500.00
In their PLTs, teachers will continue to systematically and collaboratively interrogate student achievement data and reflect on student feedback. They will engage in rigorous/challenging professional conversations about the effectiveness and impact of their practice on student outcomes- particularly within the context of the School Review.	from: Term 1 to: Term 4		\$2,000.00	\$2,000.00
School Improvement Team to participate in Data Literacy Professional Learning at Bastow	from: Term 1 to: Term 2		\$1,800.00	\$1,800.00

PLTs leaders will visit exemplar schools to observe PLT meetings.	from: Term 2 to: Term 4		\$5,000.00	\$5,000.00
Totals			\$45,700.00	\$45,700.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Community Playgroup	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"/> Support services <input checked="" type="checkbox"/> Assets	\$20,000.00	\$20,000.00
Additional Psyche Support	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"/> Support services	\$74,600.00	\$74,600.00
Additional Speech Therapy	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"/> Support services	\$32,000.00	\$32,000.00
Excel Program (Literacy & Numeracy Extension)	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$50,000.00	\$50,000.00

	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
Language Support Program	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	\$58,000.00	\$58,000.00
Multicultural Aide (Arabic)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$15,000.00
IT Support	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)	\$35,000.00	\$35,000.00
Additional IT Hardware and Devices (Interactive TV Screens to promote greater engagement in their own learning)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$30,000.00	\$30,000.00
Equity Funding for Bookpacks	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$12,000.00	\$12,000.00
Totals			\$326,600.00	\$326,600.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Participate in regular deep engagements with Regional support staff in the area of reading in order to build teacher efficacy to deliver high level literacy instruction.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning Specialists to plan with teachers and work in classrooms to implement high impact strategies linked to the Literacy Toolkit, to model and observe teacher practice and give feedback.	<input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
School Improvement Team to participate in the PLC initiative as part of the 2019 intake in order to build on the PLC practices that reliably increase teacher effectiveness and student learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Mantra Hotel Tullamarine
School Improvement Team to conduct regular walk-throughs and give feedback based on observations.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<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"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team					
Utilise RVEAL to support the acquisition of the literacy skills of EAL students (Reading and Vocabulary).	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Ensure the alignment of goals from the Annual Implementation Plan and staff Professional Development Plans.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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
Teachers to be supported to participate in regular horizontal and vertical moderation activities within the school, reflecting on data from a range of assessment tools.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Unpack the Victorian Teaching and Learning Model.	<input checked="" type="checkbox"/> School Improvement 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"/> Individualised Reflection	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Participation in the Hume/Moreland COP 'Student Voice & Agency', which includes working with Bastow's pilot program conducting 2 cycles of the Pivot Student Perception Survey.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Network Meetings
Unpack DET's AMPLIFY resource, focusing on the distinction between Student 'Voice', 'Agency' and 'Leadership'. Teachers will explore 'Key Questions for Teacher' whilst reflecting on the Practice Principles.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
SIT team to visit schools that are implementing highly effective programs.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Aitken Creek PS Greenvale PS
School Improvement Team to participate in the PLC initiative as part of the 2019 intake.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Mantra Hotel Tullamarine
In their PLTs, teachers will continue to systematically	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

and collaboratively interrogate student achievement data and reflect on student feedback. They will engage in rigorous/challenging professional conversations about the effectiveness and impact of their practice on student outcomes- particularly within the context of the School Review.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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		
School Improvement Team to participate in Data Literacy Professional Learning at Bastow	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Institute
PLTs leaders will visit exemplar schools to observe PLT meetings.	<input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site TBA