

2019 Annual Implementation Plan

for improving student outcomes

Kings Park Primary School (5236)



Submitted for review by Jodi Park (School Principal) on 18 December, 2018 at 12:04 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 18 December, 2018 at 12:09 PM

Endorsed by Cheryl Steele (School Council President) on 20 December, 2018 at 04:44 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>Over the period of the 2018 AIP the school has achieved some very pleasing results which are a reflection of the successful programs we have in place at Kings Park Primary School.</p> <p>The school has shown quite consistent results in student learning over the past year. Teacher Judgement results have been pleasing with the school target of 37 % of students to be above the expected level for Reading and Viewing by the end of 2018 having been achieved. Overall, 41.8 % students reached their projected target. The school target of 32% of students to be above the expected level in Number and Algebra by the end of 2018 has also been achieved. Overall, 34.2% of students reached their projected target. It is also important to note that based on the NAPLAN results our students are consistently performing similar to or above other schools in most areas</p> <p>Major factors that have contributed to our achievements include the refinement of the work of Professional Learning Teams in particular the development of year level SMART goals to identify and monitor students 'At Risk' and plan a course of action to improve student learning outcomes and collectively improve practices. Additionally, PLT Leaders working with Professional Learning Teams to focus on the use of data to inform classroom programs and the setting of individual student</p>
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	<p>targets and develop a range of intervention/support strategies. Teacher participation in Peer Observations, based on an inquiry (problem of practice) model, has assisted in better delivery of differentiated instruction within the guided reading program.</p> <p>The School has achieved good results in the area of Wellbeing whereby student attitudes to school results have been consistently similar to other schools on the comparison measure for</p>
Considerations for 2019	<p>There are a range of factors that may have inhibited the school achieving all of the goals and targets set as part of the 2018 AIP. Absenteeism, extended holiday periods, complexity of tasks and further consolidation have been contributing factors for some of the students who did not meet their targets. Continued monitoring and support will need to be in place for these students in 2019.</p> <p>See attached SMART Goal Analysis with</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Achievement Goal (Reading): To continue to improve student achievement with a continued focus on literacy and numeracy
Target 1.1	<p>Reading NAPLAN</p> <ul style="list-style-type: none"> • 98% of year 3 and year 5 students will consistently achieve results above NMS in the NAPLAN Reading assessment. • At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment [2016 83%]. • 40% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment [2013 -2016 range 28%-40%]. • 40% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%]. <p>Reading – Teacher Judgement</p> <ul style="list-style-type: none"> • 40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing [2013 -2016 range 33% - 36%]. • 80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2.
Key Improvement Strategy 1.a Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of Reading comprehension strategies from Prep to Year 6.
Key Improvement Strategy 1.b Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of writing from Prep to Year 6 through the use of rich, authentic texts as mentor or model texts for effective writing instruction

Goal 2	Achievement Goal (Numeracy): To continue to improve student achievement with a continued focus on literacy and numeracy
Target 2.1	<p>NUMERACY NAPLAN</p> <ul style="list-style-type: none"> • 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment [2013 -2016 range 17%-40%]. • 35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%]. <p>NUMERACY Maths Online Interview (MOI)</p> <ul style="list-style-type: none"> • At least 80% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI. <p>Numeracy – Teacher Judgement</p> <ul style="list-style-type: none"> • 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra [2013 -2016 range 20% - 27%].
Key Improvement Strategy 2.a Building practice excellence	Enhance teacher instructional practice and content knowledge to improve the teaching of Numeracy strategies from F to 6.
Goal 3	To build student confidence and engagement in learning.
Target 3.1	<p>STUDENT ATTITUDES TO SCHOOL</p> <ul style="list-style-type: none"> • Sense of confidence - increase to at least 85% (currently 77.6%) • High expectations for success -increase to at least 80% (currently 74.9)

	<ul style="list-style-type: none"> • Student voice and agency - increase to 90% (currently 83.1%) <p>PARENT OPINION</p> <ul style="list-style-type: none"> • Increase % of positive responses to at least 90% for This school has a strong relationship with the local community 80%) • Stimulating learning environment - maintain % of positive responses to at or above 90%
Key Improvement Strategy 3.a Empowering students and building school pride	To continue to build teacher capacity around the effective embedding of technology across the curriculum.
Key Improvement Strategy 3.b Empowering students and building school pride	To create the conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice and agency.
Goal 4	To Improve students' social competencies, resilience and sense of wellbeing.
Target 4.1	<p>STUDENT ATTITUDES TO SCHOOL</p> <ul style="list-style-type: none"> • Resilience - Increase to 90% (currently 81.7%) • Attitudes to attendance - Increase to 90% (currently 82.6%) <p>PARENT OPINION</p> <ul style="list-style-type: none"> • Experience of bullying- Increase % of positive responses to at least 85% (currently 76%) <p>STAFF OPINION</p>

	<ul style="list-style-type: none"> • Trust in students and Parents - Increase percentage of positive responses to at or above 75% (currently 65.3%)
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Further enhance Student Services Program to give greater emphasis to the development of healthy relationships, values and social skills.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Achievement Goal (Reading): To continue to improve student achievement with a continued focus on literacy and numeracy	Yes	<p>Reading NAPLAN</p> <ul style="list-style-type: none"> • 98% of year 3 and year 5 students will consistently achieve results above NMS in the NAPLAN Reading assessment. • At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment [2016 83%]. • 40% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment [2013 -2016 range 28%-40%]. • 40% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%]. <p>Reading – Teacher Judgement</p> <ul style="list-style-type: none"> • 40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing [2013 -2016 range 33% - 36%]. • 80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>-40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing. -80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2. -90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment. -Maintain at least 40 % of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment -38% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment. -At least 25% of students to achieve results above the expected Victorian Curriculum level in Writing. -At least 30% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Writing assessment</p>

Achievement Goal (Numeracy): To continue to improve student achievement with a continued focus on literacy and numeracy	Yes	<p>NUMERACY NAPLAN</p> <ul style="list-style-type: none"> • 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment [2013 - 2016 range 17%-40%]. • 35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 17%-40%]. <p>NUMERACY Maths Online Interview (MOI)</p> <ul style="list-style-type: none"> • At least 80% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI. <p>Numeracy – Teacher Judgement</p> <ul style="list-style-type: none"> • 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra [2013 -2016 range 20% - 27%]. 	<p>-At least 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra</p> <p>-90% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI with a particular focus on Counting, and Addition and Subtraction</p> <p>-90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Numeracy assessment.</p> <p>-At least 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment.</p> <p>-35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Numeracy assessment.</p>
To build student confidence and engagement in learning.	Yes	<p>STUDENT ATTITUDES TO SCHOOL</p> <ul style="list-style-type: none"> • Sense of confidence - increase to at least 85% (currently 77.6%) • High expectations for success -increase to at least 80% (currently 74.9) 	<p>STUDENT ATTITUDES TO SCHOOL</p> <ul style="list-style-type: none"> •Sense of confidence - maintain above 90% (currently 93%) •Student voice and agency - increase to 90% (currently 84%) <p>PARENT OPINION</p>

		<ul style="list-style-type: none"> • Student voice and agency - increase to 90% (currently 83.1%) <p>PARENT OPINION</p> <ul style="list-style-type: none"> • Increase % of positive responses to at least 90% for This school has a strong relationship with the local community 80%) • Stimulating learning environment - maintain % of positive responses to at or above 90% 	<ul style="list-style-type: none"> • Increase % of positive responses to at least 85% for This school has a strong relationship with the local community 83%) • Stimulating learning environment - Increase % of positive responses to 90%
To Improve students' social competencies, resilience and sense of wellbeing.	No	<p>STUDENT ATTITUDES TO SCHOOL</p> <ul style="list-style-type: none"> • Resilience - Increase to 90% (currently 81.7%) • Attitudes to attendance - Increase to 90% (currently 82.6%) <p>PARENT OPINION</p> <ul style="list-style-type: none"> • Experience of bullying- Increase % of positive responses to at least 85% (currently 76%) <p>STAFF OPINION</p> <ul style="list-style-type: none"> • Trust in students and Parents - Increase percentage of positive responses to at or above 75% (currently 65.3%) 	

Goal 1	Achievement Goal (Reading): To continue to improve student achievement with a continued focus on literacy and numeracy	
12 Month Target 1.1	-40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing. -80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2. -90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment. -Maintain at least 40 % of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment -38% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment. -At least 25% of students to achieve results above the expected Victorian Curriculum level in Writing. -At least 30% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Writing assessment	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of Reading comprehension strategies from Prep to Year 6.	Yes
KIS 2 Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of writing from Prep to Year 6 through the use of rich, authentic texts as mentor or model texts for effective writing instruction	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.	Evaluation of 2018 achievements which included analysis of relevant data such as teacher judgements, NAPLAN progress against School Strategic Plan (SSP) goals and targets highlighted this as an area that would require particular attention in 2019. The analysis of 2018 data indicated progress is being made towards the achievement of targets set to be reached by 2020 in Achievement . In working towards achieving all targets set in the Strategic Plan further specific improvements will be required in the area of reading.	
Goal 2	Achievement Goal (Numeracy): To continue to improve student achievement with a continued focus on literacy and numeracy	

12 Month Target 2.1	-At least 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra -90% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI with a particular focus on Counting, and Addition and Subtraction -90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Numeracy assessment. -At least 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment. -35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Numeracy assessment.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance teacher instructional practice and content knowledge to improve the teaching of Numeracy strategies from F to 6.	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.	Evaluation of 2018 achievements which included analysis of relevant data such as teacher judgements, NAPLAN progress against School Strategic Plan (SSP) goals and targets highlighted this as an area that would require particular attention in 2019. The analysis of 2018 data indicated excellent progress is being made towards the achievement of targets set to be reached by 2020 in Achievement . In working towards achieving all targets set in the Strategic Plan a sustained focus will be required in the area of numeracy.	
Goal 3	To build student confidence and engagement in learning.	
12 Month Target 3.1	STUDENT ATTITUDES TO SCHOOL •Sense of confidence - maintain above 90% (currently 93%) •Student voice and agency - increase to 90% (currently 84%) PARENT OPINION •Increase % of positive responses to at least 85% for This school has a strong relationship with the local community 83%) •Stimulating learning environment - Increase % of positive responses to 90%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To continue to build teacher capacity around the effective embedding of technology across the curriculum.	No
KIS 2 Empowering students and building school pride	To create the conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice and agency.	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>Evaluation of 2018 achievements which included analysis of relevant data such as STUDENT ATTITUDES TO SCHOOL SURVEY, PARENT OPINION SURVEY, STAFF OPINION SURVEY and progress against School Strategic Plan (SSP) goals and targets highlighted this as an area that would require particular attention in 2019.</p> <p>The analysis of 2018 data indicated excellent progress is being made towards the achievement of targets set to be reached by 2020 in Wellbeing and Engagement . In working towards achieving all targets set in the Strategic Plan a sustained focus will be required in the area of student engagement in learning.</p>	

Define Actions, Outcomes and Activities

Goal 1	Achievement Goal (Reading): To continue to improve student achievement with a continued focus on literacy and numeracy
12 Month Target 1.1	<ul style="list-style-type: none"> -40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing. -80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2. -90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment. -Maintain at least 40 % of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment -38% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment. -At least 25% of students to achieve results above the expected Victorian Curriculum level in Writing. -At least 30% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Writing assessment
KIS 1 Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of Reading comprehension strategies from Prep to Year 6.
Actions	<ul style="list-style-type: none"> -Continue to enhance teacher instructional practice to develop and improve the teaching of reading F-6. -Continue to refine staff understanding of effective practice and methodology in the teaching of reading with a particular emphasis on teaching comprehension strategies (Predicting, Clarifying, Inferring, Question Generating and Summarising) within the reading program. -Develop a shared understanding of the use of rich, authentic texts to develop and improve the teaching of reading F-6.
Outcomes	<p>STUDENTS:</p> <ul style="list-style-type: none"> -can articulate the reading strategies they need to develop for future reading successes -can understand and self assess their reading progress -are involved in setting future reading goals <p>TEACHERS:</p> <ul style="list-style-type: none"> -demonstrate a deep knowledge of the use of rich, authentic texts to improve the teaching of reading -plan for a reading program that features models of rich, authentic texts -record (live score) strategies students are using independently or with some assistance <p>LEADERS</p> <ul style="list-style-type: none"> -support teachers through professional learning to deepen their understanding of the use of rich, authentic texts to improve the

	teaching of reading -support teachers through professional learning to deepen their understanding around the selection of rich, authentic texts -provide modelling/coaching opportunities of identified high quality teaching of reading through the peer observation process			
Success Indicators	All PLT's have developed and consistently used SMART Goal trackers fortnightly/3 weekly to monitor student reading progress against SMART Goal. Learning walks and peer observations timetabled and implemented across the school Evidence of a school wide reading program that features models of rich, authentic texts supported in individual work programs. Staff have engaged in professional development, reading, coaching and modelling related to the teaching of reading evidenced in staff PD trackers			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teaching teams develop and regularly monitor SMART goals to ensure that at least 40% students achieve results above the expected Victorian Curriculum level in Reading.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocation of time for teachers from the same year level to meet and plan guided reading lessons to refine and develop a school wide reading program that features models of rich, authentic texts.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocation of time for leadership team (including literacy leaders) to participate in learning walks to be timetabled and implemented across the school during guided reading sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Adequately resource Reading program with rich authentic texts to support the development of an effective reading program across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Allocation of time for teachers to participate in peer observation of reading practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to build staff capacity to effectively teach reading through professional development, professional readings, and coaching/modelling	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Enhance teacher instructional practice to develop and improve the teaching of writing from Prep to Year 6 through the use of rich, authentic texts as mentor or model texts for effective writing instruction			
Actions	Ensure an ongoing Professional Learning focus (inclusive of a whole school curriculum day) with a dedicated focus on writing Enhance teacher instructional practice to develop and improve the teaching of writing F-6 Develop and implement a comprehensive and sequential continuum of learning for writing (scope and sequence document) Develop a shared understanding of the use of rich, authentic texts as mentor or model texts for effective writing instruction			
Outcomes	STUDENTS: -can articulate the reading strategies they need to develop to improve writing success -can understand and self assess their writing progress TEACHERS: -demonstrate a deep knowledge of the use of rich, authentic texts to improve the teaching of writing -plan for a reading program that features models of rich, authentic texts as mentor or model texts for effective writing instruction -record (live score) strategies students are using independently or with some assistance LEADERS -support teachers through professional learning to deepen their understanding of the use of rich, authentic texts to improve the teaching of writing			

	-support teachers through professional learning to deepen their understanding around the selection of rich, authentic texts and how they can be used to support writing success -provide modelling/coaching opportunities of identified high quality teaching of writing through the peer observation process			
Success Indicators	All PLT's have developed and consistently used SMART Goal trackers fortnightly/3 weekly to monitor writing progress for focus group . Learning walks and peer observations timetabled and implemented across the school Evidence of a school wide writing program that features models of rich, authentic texts supported in individual work programs. Staff have engaged in professional development, reading, coaching and modelling related to the teaching of reading evidenced in staff PD trackers			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teaching teams identify a focus group and develop and regularly monitor progress towards a SMART goal to ensure that at least 25% students achieve/maintain results above the expected Victorian Curriculum level in writing.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff participating in whole school professional development day with a dedicated focus on writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A writing continuum/scope and sequence of learning has been developed and is utilised by staff.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
A set of non-negotiables for the instruction of writing are in place and understood across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 2	Achievement Goal (Numeracy): To continue to improve student achievement with a continued focus on literacy and numeracy			
12 Month Target 2.1	-At least 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra -90% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI with a particular focus on Counting, and Addition and Subtraction -90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Numeracy assessment. -At least 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment. -35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Numeracy assessment.			
KIS 1 Building practice excellence	Enhance teacher instructional practice and content knowledge to improve the teaching of Numeracy strategies from F to 6.			
Actions	-Enhance teacher instructional practice to develop and improve the teaching of numeracy F-6 -Develop a shared understanding of the 10 High Impact Teaching Strategies (HITS) and how they can be used to promote higher-order cognitive thinking skills in mathematics learning -Redevelop/review the schools assessment schedule to ensure consistent, rigorous assessment and moderation practices			
Outcomes	STUDENTS: -can articulate individual learning goals required for future numeracy successes. -can experience a sense of challenge in their numeracy learning TEACHERS: -demonstrate a deep knowledge of the 10 High Impact Teaching Strategies (HITS) and how they can be used to promote higher-order cognitive thinking skills in mathematics learning -Using the 10 High Impact Teaching Strategies (HITS) teachers plan for differentiated learning in mathematics based on the individual needs of students -understand and utilise the teaching implications for each level to support and challenge students at a particular level -support and scaffold students to higher order multiplicative thinking using a range of teaching activities, tasks and other targeted interventions			

	LEADERS -support teachers through professional learning to deepen their understanding of the 10 High Impact Teaching Strategies (HITS) and how they can be used to promote higher-order cognitive thinking skills in mathematics learning -provide regular feedback to individual teachers based on evidence collected through the observation process -provide modelling/coaching opportunities of identified high quality teaching of numeracy through the peer observation process			
Success Indicators	All PLT's have developed and consistently used SMART Goal trackers fortnightly/3 weekly to monitor student numeracy progress against SMART Goal. Action research Peer observations timetabled and implemented across the school Evidence of a school wide numeracy program that incorporates the 10 High Impact Teaching Strategies (HITS) supported in individual work programs. Staff have engaged in professional development, reading, coaching and modelling related to the teaching of numeracy evidenced in staff PD trackers			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff participating in whole school professional development day with a dedicated focus on numeracy (Simply Maths - Multiplication and Division)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The numeracy assessment schedule will be redeveloped and regularly utilised by staff (inclusive of consistent scaffolded measures at each year level)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Allocation of time for teachers to participate in peer observation of numeracy teaching practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

All teaching teams develop and regularly monitor SMART goals to ensure that at least 35% students achieve results above the expected Victorian Curriculum level in numeracy.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocation of time for teachers from the same year level to meet and plan numeracy lessons to refine and develop a school wide numeracy program that features challenging student learning tasks.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocation of time for leadership team (including numeracy leaders) to participate in learning walks to be timetabled and implemented across the school during numeracy sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocation of time for leadership team (including numeracy leaders) to participate in team planning sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To build student confidence and engagement in learning.			
12 Month Target 3.1	STUDENT ATTITUDES TO SCHOOL •Sense of confidence - maintain above 90% (currently 93%) •Student voice and agency - increase to 90% (currently 84%) PARENT OPINION •Increase % of positive responses to at least 85% for This school has a strong relationship with the local community 83%)			

	<ul style="list-style-type: none"> •Stimulating learning environment - Increase % of positive responses to 90%
KIS 1 Empowering students and building school pride	To create the conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice and agency.
Actions	<p>Build the capacity of teachers to engage students in making purposeful and authentic contributions to their learning and learning environments</p> <p>Redevelop classroom community units of inquiry to have a greater focus on empowering students and providing opportunities for greater voice in their learning</p> <p>Investigate programs and initiatives to support student empowerment and wellbeing</p>
Outcomes	<p>STUDENTS:</p> <ul style="list-style-type: none"> - will demonstrate higher levels of engagement with school, with lower levels of absenteeism, and improved perceptions student voice and agency. - will contribute to shaping the curriculum and learning activities, develop and set goals in consultation with teachers, and reflect on their learning progress, including identifying what they need to learn next. <p>TEACHERS:</p> <ul style="list-style-type: none"> - demonstrate a deep knowledge of how to effectively engage students in making purposeful and authentic contributions to their learning and learning environments - plan and implement inquiry units of learning which have a greater focus on empowering students and providing opportunities for greater voice in their learning - will work collaboratively with colleagues to develop and implement programs and initiatives to support student empowerment and wellbeing <p>LEADERS</p> <ul style="list-style-type: none"> -will facilitate collaboration within PLT's to support staff to improve their capacity to engage students in making purposeful and authentic contributions to their learning and learning environments -will consult with community to redevelop curriculum programs with a greater focus on empowering students to have greater voice and agency in their learning -will facilitate targeted professional learning to promote student empowerment and wellbeing

Success Indicators	<p>All PLT's have developed and consistently used SMART Goal trackers fortnightly/3 weekly to monitor student numeracy progress against SMART Goal.</p> <p>Evidence of a school wide approach to shaping the curriculum and learning activities with a greater focus on student voice and agency as supported in individual work programs.</p> <p>Staff have engaged in professional development, reading, coaching and modelling related to student voice and agency in learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff participate in whole school professional development with a dedicated focus on student voice and agency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocation of time for teachers from the same year level to meet and plan curriculum program and learning activities with a greater focus on student voice and agency.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review existing processes to capture school and community views and understandings of student voice, agency and leadership	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Broaden existing resources and participate in structured programs and professional learning to empower students	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$305,000.00	\$200,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$305,000.00	\$200,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
All teaching teams develop and regularly monitor SMART goals to ensure that at least 40% students achieve results above the expected Victorian Curriculum level in Reading.	from: Term 1 to: Term 4	✔ CRT	\$30,000.00	\$20,000.00
Allocation of time for teachers from the same year level to meet and plan guided reading lessons to refine and develop a school wide reading program that features models of rich, authentic texts.	from: Term 1 to: Term 4	✔ CRT	\$30,000.00	\$20,000.00
Allocation of time for leadership team (including literacy leaders) to participate in learning walks to be timetabled and implemented across the school during guided reading sessions	from: Term 2 to: Term 3	✔ CRT	\$10,000.00	\$10,000.00
Adequately resource Reading program with rich authentic texts to support the development of an effective reading program across the school.	from: Term 1 to: Term 4	✔ Teaching and learning programs and resources	\$30,000.00	\$15,000.00

Allocation of time for teachers to participate in peer observation of reading practice.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> CRT	\$15,000.00	\$10,000.00
Continue to build staff capacity to effectively teach reading through professional development, professional readings, and coaching/modelling	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) <input checked="" type="checkbox"/> CRT	\$40,000.00	\$20,000.00
All teaching teams identify a focus group and develop and regularly monitor progress towards a SMART goal to ensure that at least 25% students achieve/maintain results above the expected Victorian Curriculum level in writing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$15,000.00	\$10,000.00
All staff participating in whole school professional development day with a dedicated focus on writing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,000.00	\$10,000.00
All staff participating in whole school professional development day with a dedicated focus on numeracy (Simply Maths - Multiplication and Division)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000.00	\$10,000.00
Allocation of time for teachers to participate in peer observation of numeracy teaching practice.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$15,000.00	\$10,000.00
All teaching teams develop and regularly monitor SMART goals to ensure that at least 35% students achieve results above the expected Victorian Curriculum level in numeracy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Allocation of time for teachers from the same year level to meet and plan numeracy lessons to refine and	from: Term 1	<input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00

develop a school wide numeracy program that features challenging student learning tasks.	to: Term 4			
Allocation of time for leadership team (including numeracy leaders) to participate in learning walks to be timetabled and implemented across the school during numeracy sessions	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$10,000.00	\$5,000.00
Allocation of time for leadership team (including numeracy leaders) to participate in team planning sessions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$10,000.00
All staff participate in whole school professional development with a dedicated focus on student voice and agency	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$10,000.00
Allocation of time for teachers from the same year level to meet and plan curriculum program and learning activities with a greater focus on student voice and agency.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
Review existing processes to capture school and community views and understandings of student voice, agency and leadership	from: Term 1	<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	\$5,000.00	\$5,000.00
Totals			\$305,000.00	\$200,000.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Allocation of time for teachers from the same year level to meet and plan guided reading lessons to refine and develop a school wide reading program that features models of rich, authentic texts.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Allocation of time for leadership team (including literacy leaders) to participate in learning walks to be timetabled and implemented across the school during guided reading sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Allocation of time for teachers to participate in peer observation of reading practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Continue to build staff capacity to effectively teach reading through professional development, professional	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

readings, and coaching/modelling				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	Misty Adoniou	
All staff participating in whole school professional development day with a dedicated focus on writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Misty Adoniou	<input checked="" type="checkbox"/> On-site
A writing continuum/scope and sequence of learning has been developed and is utilised by staff.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
A set of non-negotiables for the instruction of writing are in place and understood across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
All staff participating in whole school professional development day with a dedicated focus on numeracy (Simply Maths - Multiplication and Division)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Simply Maths - Bern Long/Angela Rogers	<input checked="" type="checkbox"/> On-site

Allocation of time for teachers to participate in peer observation of numeracy teaching practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Allocation of time for leadership team (including numeracy leaders) to participate in learning walks to be timetabled and implemented across the school during numeracy sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff participate in whole school professional development with a dedicated focus on student voice and agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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
Broaden existing resources and participate in structured programs and professional learning to empower students	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Departmental resources Yet to be determined	<input checked="" type="checkbox"/> On-site