

2019 Annual Implementation Plan

for improving student outcomes

Inverloch Primary School (2776)



Submitted for review by Brett Smith (School Principal) on 25 January, 2019 at 01:44 PM

Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 25 January, 2019 at 02:05 PM

Endorsed by Ed Thexton (School Council President) on 11 February, 2019 at 03:08 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>LEADING A BIG SCHOOL->COHERENCE-ACCOUNTABILITY-MONITORING-CONSISTENCY</p> <p>The greatest FISO related achievements and learnings for 2018 include: EXCELLENCE IN TEACHING AND LEARNING</p> <ul style="list-style-type: none"> -Developing a culture for learning through my educational leadership credibility, readily engage in teaching conversations, support of KLA leaders -Returning to the big picture and our overarching priorities to remain focussed and have an impact on student learning as evidenced by accountability data -The importance of a whole school thinking and connecting teams into the whole -Cohesive, viable and PURPOSEFUL assessment schedule and curriculum plans to readily allow for differentiation -Norms and protocols to support observation and feedback, meetings -Ensuring shared understandings and implementation of foundational practices for high impact strategies to be effective. -Effective use of Learning Specialists to develop teachers' pedagogical and content knowledge -The importance of managing improved teaching practice through professional learning sequences, managing cognitive
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	<p>load, monitoring etc</p> <ul style="list-style-type: none"> -Pockets of highly effective teaching and leadership practice that can be broadened out to the whole school. <p>PROFESSIONAL LEADERSHIP</p> <ul style="list-style-type: none"> -The need and purpose of an effective Leadership Team and particularly a Principal Class Team to lead the school cohesively and collaboratively -Provide opportunities and support for staff leadership -Effective systems in place to allow focus on Educational Leadership. 2018 required the Principal to focus on technical leadership to bring compliance, governance and finance practices to a baseline level <p>POSITIVE CLIMATE FOR LEARNING</p> <ul style="list-style-type: none"> -Behaviour expectations need to be simple, clear, known and owned by students and communicated to parents -Greater involvement of parents/carers in behaviour management -Close the loop-let the victim know there has been consequences <p>COMMUNITY ENGAGEMENT IN LEARNING</p> <ul style="list-style-type: none"> -Develop relationships and connections, credibility, short term wins
<p>Considerations for 2019</p>	<p>See attached ongoing self assessment and areas of focus (red text) for each of the FISO dimensions.</p> <p>EXCELLENCE IN TEACHING AND LEARNING</p> <ul style="list-style-type: none"> -Cohesive, viable and PURPOSEFUL assessment schedule and curriculum plans to be developed to readily allow for differentiation -More efficient data collection and recording method -Ensuring shared understandings and implementations of foundational practices for high impact strategies to be effective. (the learning environment, methodologies, classroom processes...) -Set whole school baseline expectations of particular practices , especially professional learning focuses -Anchor focus area actions to Professional Learning Communities -Connect observations to PDPs -Develop adult Learning Plans that support student learning <p>PROFESSIONAL LEADERSHIP</p> <ul style="list-style-type: none"> -Provide opportunities and support for staff leadership of learning -Norms and protocols to support observation and feedback, meetings <p>POSITIVE CLIMATE FOR LEARNING</p> <ul style="list-style-type: none"> -Behaviour expectations to be simple, clear, known and owned by students and communicated to parents -Greater involvement of parents/carers in behaviour management -Build upon Inquiry work-inquiry environment, Learning Intentions, Practices, Questioning, Student Voice and agency -Implementation of George Telford Feedback PD -Authentic student voice opportunities <p>COMMUNITY ENGAGEMENT IN LEARNING</p>

	-Development of School Values
Documents that support this plan	Inverloch Primary School (2776) Ongoing FISO Continua of Practice self-evaluation.docx (0.12 MB)

SSP Goals Targets and KIS

Goal 1	To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.
Target 1.1	The indicator for “School Connectedness” on the Student Attitudes to School survey to be consistently at or above the State mean. The indicator for “Stimulating Learning” and “Learning Confidence” on the Student Attitudes to School survey to improve to reach the third quartile
Key Improvement Strategy 1.a Building practice excellence	[Modified] Implement and embed a consistent instructional Framework for Reading and Number across the school.
Goal 2	To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.
Target 2.1	<ul style="list-style-type: none"> • Percentage of students in the top three bands in NAPLAN to be better than the State mean across all five areas. • Students to achieve at least one year’s growth for one year of school as measured by Teacher Judgements against the Victorian Curriculum or two years’ growth as measured by NAPLAN.
Key Improvement Strategy 2.a Building practice excellence	Further develop teacher's data literacy to inform teaching for differentiation and to monitor students learning growth through the use of vigorous and planned assessment and moderation processes.
Key Improvement Strategy 2.b Building practice excellence	Building a Learning Community through involvement and implementation of the Victorian Professional Learning Communities Initiative
Key Improvement Strategy 2.c Evaluating impact on learning	Provision of a reading Intervention program

Goal 3	To reduce students' average number of days absent.
Target 3.1	Reduce students' average number of days absent, to no more than 14 days.
Key Improvement Strategy 3.a Building communities	Document, communicate and implement school based attendance (updated strategy)
Goal 4	To continue to implement and consolidate the KidsMatter initiative across the school.
Target 4.1	The indicator for "Connectedness to School" on the Parent Opinion survey to be in the 3rd quartile.
Key Improvement Strategy 4.a Building communities	Improve communications and opportunities for parents/carers to connect with the school and their child's learning
Goal 5	To further develop open and clear lines of communication between all levels of staff.
Target 5.1	The indicators in the "School Climate" section of the School Staff survey for Guaranteed and Viable Curriculum, Teacher Collaboration and feedback to reach the "All Primary Schools" mean by 2019
Key Improvement Strategy 5.a Strategic resource management	[Modified] Review and adjust current school structures and processes to ensure consistent and timely communication, information and data access across within and across both schools.
Key Improvement Strategy 5.b Building practice excellence	Provide opportunities for teaching staff to receive feedback on their practice.

Goal 6	To ensure that the school continues to provide positive and supportive transitions into, through and beyond the school. Kinder/Prep, 2/3, 4/5, 6/7
Target 6.1	The indicator for “Transitions” on the Parent Opinion survey to reach the 3rd quartile or better by 2019.
Key Improvement Strategy 6.a Networks with schools, services and agencies	Review, improve and document the current transitions program with a particular focus on students arriving after the start of the year and post Foundation year.
Key Improvement Strategy 6.b Curriculum planning and assessment	Adopt a student centred approach to school expectations and transitions

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.	Yes	<p>The indicator for “School Connectedness” on the Student Attitudes to School survey to be consistently at or above the State mean.</p> <p>The indicator for “Stimulating Learning” and “Learning Confidence” on the Student Attitudes to School survey to improve to reach the third quartile</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase average proportion of As and Bs in teacher judgement assessment in -Reading from 41% (2018) to 45% -Number from 27% (2018) to 30%</p>
To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.	Yes	<ul style="list-style-type: none"> Percentage of students in the top three bands in NAPLAN to be better than the State mean across all five areas. Students to achieve at least one year’s growth for one year of school as measured by Teacher Judgements against the Victorian Curriculum or two years’ growth as measured by NAPLAN. 	<p>Increase average proportion of As and Bs in teacher judgement assessment in -Reading from to from 41% (2018) to 45% ?Number from 27% (2018) to 30%</p> <p>Increase NAPLAN Top 2 bands percentage in -Year 5 Mathematics from 44% in 2018 to 50%</p>
To reduce students’ average number of days absent.	Yes	Reduce students’ average number of days absent, to no more than 14 days.	<p>Reduce students’ average number of days absent, to no more than 13 days.</p> <p>Increase attendance rate to 93%</p>

To continue to implement and consolidate the KidsMatter initiative across the school.	No	The indicator for “Connectedness to School” on the Parent Opinion survey to be in the 3rd quartile.	
To further develop open and clear lines of communication between all levels of staff.	No	The indicators in the “School Climate” section of the School Staff survey for Guaranteed and Viable Curriculum, Teacher Collaboration and feedback to reach the “All Primary Schools” mean by 2019	
To ensure that the school continues to provide positive and supportive transitions into, through and beyond the school. Kinder/Prep, 2/3, 4/5, 6/7	No	The indicator for “Transitions” on the Parent Opinion survey to reach the 3rd quartile or better by 2019.	

Goal 1	To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.	
12 Month Target 1.1	Increase average proportion of As and Bs in teacher judgement assessment in -Reading from 41% (2018) to 45% -Number from 27% (2018) to 30%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	[Modified] Implement and embed a consistent instructional Framework for Reading and Number across the school.	Yes

<p>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>	<p>The school has made a good start on the Instructional Framework by its design and focus on the "Getting Ready' stage. The instructional phase in 2019 will provide a rich and purposeful context for teaching strategies, methods, HITS etc to be developed whilst combining with other initiatives such as PLC, PMSS and Leading Literacy in Networks.</p>	
<p>Goal 2</p>	<p>To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.</p>	
<p>12 Month Target 2.1</p>	<p>Increase average proportion of As and Bs in teacher judgement assessment in -Reading from to from 41% (2018) to 45% ?Number from 27% (2018) to 30%</p> <p>Increase NAPLAN Top 2 bands percentage in -Year 5 Mathematics from 44% in 2018 to 50%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Building practice excellence</p>	<p>Further develop teacher's data literacy to inform teaching for differentiation and to monitor students learning growth through the use of vigorous and planned assessment and moderation processes.</p>	<p>Yes</p>
<p>KIS 2 Building practice excellence</p>	<p>Building a Learning Community through involvement and implementation of the Victorian Professional Learning Communities Initiative</p>	<p>Yes</p>
<p>KIS 3 Evaluating impact on learning</p>	<p>Provision of a reading Intervention program</p>	<p>Yes</p>

<p>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>	<p>Staff have made good progress with data literacy and in the spirit o 'embeddedness' another focus year will allow for greater development of differentiation. The goal also work well with our PLC work in 2019. We also have to continue with our work on collecting purposeful assessment data to inform reports and learning programs. The assessment calendar has been refined to be more purposeful but we need to refine it further.</p>	
<p>Goal 3</p>	<p>To reduce students' average number of days absent.</p>	
<p>12 Month Target 3.1</p>	<p>Reduce students' average number of days absent, to no more than 13 days. Increase attendance rate to 93%</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Building communities</p>	<p>Document, communicate and implement school based attendance (updated strategy)</p>	<p>Yes</p>
<p>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>	<p>Our attendance improvement endeavours had short term impact in 2017 but we need to develop a long term strategy that requires less deliberate, reactive effort and thought by establishing and embedding a well known, executed and ongoing process.</p>	

Define Actions, Outcomes and Activities

Goal 1	To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.
12 Month Target 1.1	Increase average proportion of As and Bs in teacher judgement assessment in -Reading from 41% (2018) to 45% -Number from 27% (2018) to 30%
KIS 1 Building practice excellence	[Modified] Implement and embed a consistent instructional Framework for Reading and Number across the school.
Actions	<ol style="list-style-type: none"> 1. Maths: PMSS and Numeracy Learning Specialist to conduct a PLC cycle focused on Multiplicative Thinking and Grouping instruction using the Instructional Framework <ol style="list-style-type: none"> a) Professional Learning-Term 1, 3 whole school sessions conducted by Numeracy Learning Specialist and PMSS teachers to develop content and pedagogical knowledge. Professional reading from Booker b) Implementation-PLT planning and tasks for differentiation using the Instructional Model c) Embedding-Coaching within the cycle by Numeracy Learning Specialist and PMSS teachers for opportunities of improvement <ol style="list-style-type: none"> a) Monitoring-Classroom Observation and Feedback by Numeracy Learning Specialist and PMSS teachers. Maths Learning Specialist to present progress and growth of the Instructional Model and teaching approaches to Leadership Team , (Principal, Assistant Principal, PLC Leader, English Learning Specialist and Numeracy Learning Specialist) 2. Reading: Conduct Professional Learning sequences involving the Instructional Phase of the IKPS Instructional Framework incorporating reading methodologies and HITS and the Gradual Release of Responsibility <ol style="list-style-type: none"> b) Professional Learning- Term 2 Whole school and PLT level PD of teaching approaches (Shared reading, Guided Reading, Literature Circles) c) Implementation-PLT planning incorporating the teaching approaches into the Instructional Model. To be facilitated by the English Committee reps(Leading Literacy in Networks participants) d) Embedding. Coaching within the cycle by the English Committee Reps e) Monitoring. Classroom Observation and Feedback by English Reps. English Learning Specialist to present progress and growth of the Instructional Model and teaching approaches to Leadership Team

<p>Outcomes</p>	<p>Students will:</p> <ol style="list-style-type: none"> -be able to understand and perform multiplicative tasks in their learning/challenge zone -advance their understandings <p>Teachers will:</p> <ol style="list-style-type: none"> -have developed content and pedagogical knowledge regarding multiplicative thinking -analyse student multiplicative understandings using work samples and the Victorian Curriculum, Math Online Interview -be able to plan learning tasks involving data, rich tasks and scope for differentiation -be able to use the Instructional Framework to deliver a math lesson -use the Instructional Framework to deliver reading lessons with a focus on the instructional phase and the teaching approaches -have developed their pedagogical knowledge regarding the reading methodologies <p>Leaders will:</p> <ol style="list-style-type: none"> -observe differentiated rich tasks using manipulatives -observe lessons incorporating the Instructional Framework -observe reading lessons that incorporate the consistent understandings of the reading methodologies.
<p>Success Indicators</p>	<p>Survey Data: School Staff Survey-Teaching and Learning and Professional Learning components, School based survey</p> <ul style="list-style-type: none"> • Weekly teaching and learning programs: learning logs lesson plans, learning resources • Classroom observations, i.e. lesson observation notes, video clips of practice • Student achievement data <ul style="list-style-type: none"> -pre and post learning data, -2019 NAPLAN Yr3 -Assessment records such as data walls, excel spreadsheet, MOI •• Reflection and feedback <ul style="list-style-type: none"> -Reflection journal -Peer observation notes -Coaching debriefs • PDP evidence and conversations • Learning Specialist Reports with success indicators to Leadership Team • Professional learning i.e. professional learning running sheets, action research, professional learning workshops/forums.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
1.1 Multiplicative thinking Whole School Focus Cascade delivery- Whole school-team-class level.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
2.1 Conduct Professional Learning The Reading Environment and the fundamentals of a good, sustainable and potentiating reading program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
2.2 Conduct Reading Professional Learning sessions on reading methodologies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
2.3 Conduct Fortnightly English Committee meetings to plan whole school and team level Professional Learning on reading methodologies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
2.4 Observation and feedback by English Learning Specialists or PLC Learning Leader	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used
PD for PLC Leaders and Coordinator	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,480.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Goal 2	To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.			
12 Month Target 2.1	<p>Increase average proportion of As and Bs in teacher judgement assessment in</p> <ul style="list-style-type: none"> -Reading from to from 41% (2018) to 45% ?Number from 27% (2018) to 30% <p>Increase NAPLAN Top 2 bands percentage in</p> <ul style="list-style-type: none"> -Year 5 Mathematics from 44% in 2018 to 50% 			
KIS 1 Building practice excellence	Further develop teacher's data literacy to inform teaching for differentiation and to monitor students learning growth through the use of vigorous and planned assessment and moderation processes.			
Actions	<p>s: Numeracy specialist and PMSS teachers to increase teachers' capacity to analyse and use evidence of student learning to inform PLT planning and observable teacher practice in classroom</p> <p>2. Maths: Update Number Assessment Calendar to be more purposeful, user friendly and impactful</p> <p>3. Maths: Numeracy specialist and PMSS to unpack the NAPLAN item analysis with the whole staff in order to collectively understand and review IKPS Maths Planner to guide improvement focus areas in classrooms</p>			
Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. -be able to demonstrate their understandings in a variety of means (make, say write or do) <p>Teachers will:</p> <ol style="list-style-type: none"> 1. -have developed their capacity to analyse work samples and task as evidence of and for learning 2. -use assessments in a more purposeful and effective manner <ul style="list-style-type: none"> -data will be collected in a more systematic and purposeful way 3. -have the capacity to analyse and use NAPLAN data in a more timely and improvement-focussed manner <p>Leaders will:</p> <ol style="list-style-type: none"> 1. -observe individuals and teams readily analyse work samples 2. -observe staff using assessments in a more purposeful and effective manner 			

Success Indicators	<ul style="list-style-type: none"> • Students using and articulating ways of representing their thinking or solutions • Survey data: School Staff Survey, School based survey • Updated school documents such as assessment calendar and IKPS Math Planner • Collaborative analysis and presentation of NAPLAN 2019 data analysis • Professional learning i.e. professional learning running sheets, action research, professional learning workshops/forums. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1.1 Numeracy specialist and PMSS to work fortnightly with teams to analyse data and plan teaching and learning.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2. 1 PMSS team to design a simple Assessment Calendar for each level based on calendar weeks for ease of planning.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
3.1 Afterschool Professional Learning session using the Item Analysis to determine significant variances from the State, conceptual understandings of the anomalies, VC connections and subsequent teaching and learning	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
4.2 Weekly Observations and Feedback sessions by the Numeracy Learning Specialists and PMSS teachers with classroom teachers with Semester change over to increase access	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
6.1 Expectation all staff to undertake observation and feedback (inc. in PDPs)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Building a Learning Community through involvement and implementation of the Victorian Professional Learning Communities Initiative			
Actions	<ol style="list-style-type: none"> 1. Reading: Build teacher capacity of data analysis in PLT meetings as per PLC 2. Refine teams and roles to reflect and increase effectiveness of PLC Initiative implementation 3. Provide Professional Learning to support local implementation of PLC 4. Accommodate and support any necessary classroom implementation actions as required by PLC 			
Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. -be able to work more precisely in their challenge zone as result of improved data analysis capabilities developed in PLC 2. -experience learning programs influenced by the PLC initiative. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. -be able to use reading assessment data in a more ongoing, timely and impactful manner 2. -have the opportunity to lead the learning of their teams 3. -develop their capacity to lead teams and provide feedback <p>Leaders will:</p> <ol style="list-style-type: none"> 1. -observe items readily analysing students' reading data to build pedagogical and content knowledge 2. 3. -observe PLC leaders leading the learning and providing feedback to colleagues 			
Success Indicators	<ul style="list-style-type: none"> • Survey data-School Staff Survey, Attitudes to School Survey • Student Achievement data <ul style="list-style-type: none"> -Evidence of growth on Reading Learning Logs -Teacher Judgment data 			

	<ul style="list-style-type: none"> • Weekly teaching and learning programs: learning logs lesson plans, learning resources • Classroom observations, i.e. lesson observation notes, video clips of practice, • Reflection and feedback <ul style="list-style-type: none"> -Reflection journal -Peer observation notes -Coaching debriefs • PDP evidence and conversations • Learning Specialist Reports with success indicators to Leadership Team • Professional learning i.e. professional learning running sheets, action research, professional learning workshops/forums 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1.1 Fortnightly PLT meetings	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2. PLC Leader/Learning Leader at each Classroom Team Level	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
3.1 Semester 2 PLC Intake 3.2 Grow Training at Cowes Primary School -2/2 and 22/2	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,340.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Evaluating impact on learning	Provision of a reading Intervention program			
Actions	1. Allocate Reading Intervention Leader to <ul style="list-style-type: none"> • coordinate program with classroom teachers and Literacy Tutors including student selection • monitor program delivery and issues • monitor student data • provide support through observation and feedback 2. Use Equity funds to employ Literacy Trainers to implement the Macquarie University Multilit reading intervention program			
Outcomes	Targeted students will: -make noticeable progress on the MultiLit program			
Success Indicators	<ul style="list-style-type: none"> • Improved pre and post intervention assessments using initial Multilit diagnosis • Student Achievement data • OnDemand Reading including longitudinal rate of growth 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ and/or redeploy ES staff to deliver Multilit	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,858.00 <input checked="" type="checkbox"/> Equity funding will be used
Train Literacy trainers in the delivery of the Multilit program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Appoint a Program Coordinator to coordinate and attend to programming and issues on a daily and week basis	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Appoint a Reading Intervention Leader and Program Coordinator to coordinate and attend to programming and issues on a short term and long term week basis	<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
Goal 3	To reduce students' average number of days absent.			
12 Month Target 3.1	Reduce students' average number of days absent, to no more than 13 days. Increase attendance rate to 93%			
KIS 1 Building communities	Document, communicate and implement school based attendance (updated strategy)			
Actions	<ol style="list-style-type: none"> 1. Wellbeing Leader to lead committee to develop school based flowchart and building upon the Area Attendance flowchart. 2. Professional Learning of the Attendance Flowchart and school requirements 3. Monthly monitoring of attendance and actions 			
Outcomes	<p>Students will</p> <ol style="list-style-type: none"> 1. -improve attendance <p>Teachers will</p> <ol style="list-style-type: none"> 1. -monitor and action the attendance pathway -develop attendance plans for identified individuals <p>Leaders will:</p> <ol style="list-style-type: none"> 1. -monitor whole school and identified students' attendance -support attendance pathway 			

	Parent/carers will 1. -understand the intentions, importance and school processes relating to attendance			
Success Indicators	<ul style="list-style-type: none"> • Improved Attendance data • Monitoring staff use of the pathways against attendance audits • Improved attendance by chronic absence students other than family holidays 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Wellbeing committee meetings to develop flowchart based on Area model but more applicable and clear to classroom teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <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	\$53,858.00	\$53,858.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$53,858.00	\$53,858.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ and/or redeploy ES staff to deliver Multlit	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$53,858.00	\$53,858.00
Totals			\$53,858.00	\$53,858.00

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
1.1 Multiplicative thinking Whole School Focus Cascade delivery-Whole school-team-class level.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
2.1 Conduct Professional Learning The Reading Environment and the fundamentals of a good, sustainable and potentiating reading program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
2.2 Conduct Reading Professional Learning sessions on reading methodologies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
2.4 Observation and feedback by English Learning Specialists or PLC Learning Leader	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

PD for PLC Leaders and Coordinator	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Staff Development Coordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site GROW Course at Cowes PS
1.1 Numeracy specialist and PMSS to work fortnightly with teams to analyse data and plan teaching and learning.	<input checked="" type="checkbox"/> Learning Specialist(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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
3.1 Afterschool Professional Learning session using the Item Analysis to determine significant variances from the State, conceptual understandings of the anomalies, VC connections and subsequent teaching and learning	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 3 to: Term 3	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
4.2 Weekly Observations and Feedback sessions by the Numeracy Learning Specialists and PMSS teachers with classroom teachers with Semester change over to increase access	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
1.1 Fortnightly PLT meetings	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	
3.1 Semester 2 PLC Intake 3.2 Grow Training at Cowes Primary School -2/2 and 22/2	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Grow Training at Cowes Primary School -2/2 and 22/2