

2019 Annual Implementation Plan

for improving student outcomes

Cranbourne East Primary School (5518)



Submitted for review by Garry Rolfe (School Principal) on 31 January, 2019 at 02:46 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 07 February, 2019 at 08:09 PM
Endorsed by Roz Coles (School Council President) on 11 February, 2019 at 07:04 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	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<p>Highlights from 2018 have included the development of leadership capacity within the School Improvement Team, the Coaching Program to up-skill our Team Leaders as part of our leadership succession plan and the enhancement of our whole-school Targeted Intervention school-wide. Peer Observations & feedback continued to be a strong focus for building teacher capacity while positive mindset and wellbeing practices have been fully embedded across the school.</p>
Considerations for 2020	<p>The SRP, specifically Equity Funding, will enhance the achievement of improved student learning outcomes. As 2019 is the final year of our School Strategic Plan, we will continue to enhance our existing processes and practices in preparation for our school review.</p>
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To have established a culture of active and effective 'student voice' throughout the school.</p> <p>Embed successful transition programs:</p> <ul style="list-style-type: none"> • Internal school (Years 2-3 and Years 4-5) • External school (K-F and Year 6-7).
<p>Target 1.1</p>	<ul style="list-style-type: none"> • Attitudes to School Survey results to reflect a minimum mean score of 4.50 in both the school connectedness and stimulating learning variables. • Parent Opinion Survey results in the Transitions variable to be at or above Regional benchmark.
<p>Key Improvement Strategy 1.a Empowering students and building school pride</p>	<p>Embed Success Criteria for all lessons school-wide, opportunity for student-student, student-teacher feedback. Develop our own teaching & learning cycle within the classroom to assist the students.</p>
<p>Goal 2</p>	<p>Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To raise student attendance to be at or exceed State mean.</p>
<p>Target 2.1</p>	<ul style="list-style-type: none"> • Attitudes to School Survey results in the Classroom Behaviour and Student safety variables to be at or above State mean. • Attendance rates to be at or above the State mean.
<p>Key Improvement Strategy 2.a</p>	<p>Continue to implement effective wellbeing programs to increase connectedness to school, student engagement and attendance levels. The school will continue to implement the use of positive psychology, growth mindset and brain breaks to support student achievement.</p>

Empowering students and building school pride	
Key Improvement Strategy 2.b Health and wellbeing	Engage Executive partner, Bryan Jeffrey in professional learning for staff in relation to student management strategies in addition to supporting student engagement and wellbeing.
Goal 3	To optimise the use of school resources to improve student learning outcomes.
Target 3.1	<ul style="list-style-type: none"> Targeted resources from the Student Resource Package to support the introduction of Learning Specialists across the school.
Key Improvement Strategy 3.a Strategic resource management	The appointment of new and additional Learning Specialists in 2019 to work with the School Improvement Team to support staff with the implementation of the CEPS VTLM.
Key Improvement Strategy 3.b Building practice excellence	Improve staff data literacy particularly in relation to NAPLAN but also in whole staff ownership of the data.
Key Improvement Strategy 3.c Building practice excellence	Scaffold actions of the AIP into teacher and leader PDP's.
Key Improvement Strategy 3.d Building practice excellence	Ensure highly visible line of sight of all leaders through a program of classroom visits, observations and learning walks.
Key Improvement Strategy 3.e Evidence-based high-impact teaching strategies	The HITS focus will specifically be on Differentiated Teaching.
Goal 4	To improve student Reading outcomes across all levels of the school.

Target 4.1	Positive growth trends in the NAPLAN Reading data.
Key Improvement Strategy 4.a Building practice excellence	Implement the Systematic Synthetic Phonics Program in Foundation - Year 2. Building teacher capacity across the school in the areas of phonological awareness.
Key Improvement Strategy 4.b Building practice excellence	Utilise a staged process for NAPLAN preparation.
Key Improvement Strategy 4.c Building practice excellence	Use of the NAPLAN Item Analysis report and NAPLAN Writing Guide.
Key Improvement Strategy 4.d Building practice excellence	Actively participate in the Network Community of Practice in Reading and Literacy.
Key Improvement Strategy 4.e Building practice excellence	Actively participate in the Bastow Leading Literacy course modules (6 staff members across the area levels of the school) to build team leadership capability.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To have established a culture of active and effective 'student voice' throughout the school.</p> <p>Embed successful transition programs:</p> <ul style="list-style-type: none"> • Internal school (Years 2-3 and Years 4-5) • External school (K-F and Year 6-7). 	Yes	<ul style="list-style-type: none"> • Attitudes to School Survey results to reflect a minimum mean score of 4.50 in both the school connectedness and stimulating learning variables. • Parent Opinion Survey results in the Transitions variable to be at or above Regional benchmark. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student Voice & Agency data - Attitudes to School Survey</p> <p>Currently at 62% - improve to 70%</p>
<p>Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement.</p> <p>To raise student attendance to be at or exceed State mean.</p>	Yes	<ul style="list-style-type: none"> • Attitudes to School Survey results in the Classroom Behaviour and Student safety variables to be at or above State mean. • Attendance rates to be at or above the State mean. 	<p>To reduce Red Slip data.</p> <p>Review Red Slip process - go to Tls first, before HG Teachers - build relationships, focus on restorative not just punitive.</p> <p>Managing bullying - target 80%</p> <p>Attendance - P-6 av absence 14.5 days</p>

To optimise the use of school resources to improve student learning outcomes.	Yes	<ul style="list-style-type: none"> Targeted resources from the Student Resource Package to support the introduction of Learning Specialists across the school. 	Develop and implement a school specific Victorian Teaching & Learning Model (VTLM) to improve teacher capacity and student outcomes through student voice and agency.
To improve student Reading outcomes across all levels of the school.	Yes	Positive growth trends in the NAPLAN Reading data.	Year 3 NAPLAN Reading mean score to be at or above the State mean score Year 5 NAPLAN Reading mean score to be at or above the State mean score Increase the percentage of students in Year 5 achieving in the top 2 bands in Reading.

Goal 1	To have established a culture of active and effective 'student voice' throughout the school. Embed successful transition programs: <ul style="list-style-type: none"> Internal school (Years 2-3 and Years 4-5) External school (K-F and Year 6-7). 		
12 Month Target 1.1	Student Voice & Agency data - Attitudes to School Survey Currently at 62% - improve to 70%		
Key Improvement Strategies			
KIS 1	Embed Success Criteria for all lessons school-wide, opportunity for student-student, student-teacher feedback. Develop our own teaching & learning cycle within the classroom to assist the students.		Is this KIS selected for focus this year? Yes

Empowering students and building school pride	
<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>To strengthen student voice within the learning spaces so that the students are active partners in their learning. To increase student engagement and empower them to be self-driven in their own learning. This ties in with the HITS - metacognitive strategies. The use of the success criteria will support teachers to build on their explicit teaching practice through feedback from the students which will encourage collaborative learning. The development of the teaching and learning cycle will give students the ability to use a whole school language to critique what effective teaching looks like in their learning space and helps teachers apply the Practice Principles.</p>
Goal 2	<p>Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To raise student attendance to be at or exceed State mean.</p>
12 Month Target 2.1	<p>To reduce Red Slip data. Review Red Slip process - go to TLs first, before HG Teachers - build relationships, focus on restorative not just punitive. Managing bullying - target 80% Attendance - P-6 av absence 14.5 days</p>
Key Improvement Strategies	
KIS 1 Empowering students and building school pride	<p>Continue to implement effective wellbeing programs to increase connectedness to school, student engagement and attendance levels. The school will continue to implement the use of positive psychology, growth mindset and brain breaks to support student achievement.</p>
KIS 2 Health and wellbeing	<p>Engage Executive partner, Bryan Jeffrey in professional learning for staff in relation to student management strategies in addition to supporting student engagement and wellbeing.</p>
	<p>Is this KIS selected for focus this year? Yes Yes 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>Particular attention will be paid to encouraging students to build resilience and develop strategies for conflict resolution. This will be supported by the whole school behaviour management process, wellbeing strategies and the continued work with critical friend Bryan Jeffrey.</p>	
<p>Goal 3</p>	<p>To optimise the use of school resources to improve student learning outcomes.</p>	
<p>12 Month Target 3.1</p>	<p>Develop and implement a school specific Victorian Teaching & Learning Model (VTLM) to improve teacher capacity and student outcomes through student voice and agency.</p>	
<p>Key Improvement Strategies</p>		
<p>KIS 1 Strategic resource management</p>	<p>The appointment of new and additional Learning Specialists in 2019 to work with the School Improvement Team to support staff with the implementation of the CEPS VTLM.</p>	<p>Is this KIS selected for focus this year? Yes</p>
<p>KIS 2 Building practice excellence</p>	<p>Improve staff data literacy particularly in relation to NAPLAN but also in whole staff ownership of the data.</p>	<p>Yes</p>
<p>KIS 3 Building practice excellence</p>	<p>Scaffold actions of the AIP into teacher and leader PDP's.</p>	<p>Yes</p>
<p>KIS 4 Building practice excellence</p>	<p>Ensure highly visible line of sight of all leaders through a program of classroom visits, observations and learning walks.</p>	<p>Yes</p>
<p>KIS 5 Evidence-based high-impact teaching strategies</p>	<p>The HITS focus will specifically be on Differentiated Teaching.</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>We see the importance of having excellent practitioners in the classroom to lead the improvement of instructional practice across the school.</p>	
<p>Goal 4</p>	<p>To improve student Reading outcomes across all levels of the school.</p>	
<p>12 Month Target 4.1</p>	<p>Year 3 NAPLAN Reading mean score to be at or above the State mean score Year 5 NAPLAN Reading mean score to be at or above the State mean score Increase the percentage of students in Year 5 achieving in the top 2 bands in Reading.</p>	
<p>Key Improvement Strategies</p>		
<p>KIS 1 Building practice excellence</p>	<p>Implement the Systematic Synthetic Phonics Program in Foundation - Year 2. Building teacher capacity across the school in the areas of phonological awareness.</p>	<p>Is this KIS selected for focus this year? Yes</p>
<p>KIS 2 Building practice excellence</p>	<p>Utilise a staged process for NAPLAN preparation.</p>	<p>Yes</p>
<p>KIS 3 Building practice excellence</p>	<p>Use of the NAPLAN Item Analysis report and NAPLAN Writing Guide.</p>	<p>Yes</p>
<p>KIS 4 Building practice excellence</p>	<p>Actively participate in the Network Community of Practice in Reading and Literacy.</p>	<p>Yes</p>
<p>KIS 5 Building practice excellence</p>	<p>Actively participate in the Bastow Leading Literacy course modules (6 staff members across the area levels of the school) to build team leadership capability.</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>In completing the self-evaluation of the 2018 AIP in conjunction with a review of our 2018 NAPLAN data, the School Improvement Team identified Reading as an area for particular attention in 2019. We are aiming to see a positive change level in our Reading achievement domain.</p>
--	--

Define Actions, Outcomes and Activities

Goal 1	<p>To have established a culture of active and effective 'student voice' throughout the school.</p> <p>Embed successful transition programs:</p> <ul style="list-style-type: none"> • Internal school (Years 2-3 and Years 4-5) • External school (K-F and Year 6-7). 								
12 Month Target 1.1	<p>Student Voice & Agency data - Attitudes to School Survey</p> <p>Currently at 62% - improve to 70%</p>								
KIS 1 Empowering students and building school pride	<p>Embed Success Criteria for all lessons school-wide, opportunity for student-student, student-teacher feedback. Develop our own teaching & learning cycle within the classroom to assist the students.</p>								
Actions	<ul style="list-style-type: none"> - All students in Years 4-6 will complete the Start Up Program survey which will provide an opportunity for student voice in the development of our CEPS VTLM. - Learning Specialist and Team Leaders will participate in a Cross-Curriculum PLC to analyse school data and evaluate the effectiveness of instructional practice across the school. 								
Outcomes	<ul style="list-style-type: none"> - An effective VTLM will be in operation school-wide. - A common language will be established in relation to student voice and feedback. - Success Criteria will be common practice across all learning spaces. 								
Success Indicators	<ul style="list-style-type: none"> - Success Criteria will be evidence in all weekly planners. - Student Voice in the Attitudes to School Survey will show improvement. - A documented CEPS Victorian Teaching & Learning Model utilised in all areas of the school. 								
Activities and Milestones	<table border="1"> <thead> <tr> <th data-bbox="1305 127 1402 685">Who</th> <th data-bbox="1305 685 1402 882">Is this a PL Priority</th> <th data-bbox="1305 882 1402 1079">When</th> <th data-bbox="1305 1079 1402 1711">Budget</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Who	Is this a PL Priority	When	Budget				
Who	Is this a PL Priority	When	Budget						

<p>All students in Years 4-6 will complete the Start Up Program survey which will provide an opportunity for student voice in the development of our CEPS VTLM.</p>	<p><input checked="" type="checkbox"/> Student(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$5,000.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Learning Specialist and Team Leaders will participate in a Cross-Curriculum PLC to analyse school data and evaluate the effectiveness of instructional practice across the school.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Developing a school-specific VTLM.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Goal 2 Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To raise student attendance to be at or exceed State mean.</p>				
<p>12 Month Target 2.1 To reduce Red Slip data. Review Red Slip process - go to TLs first, before HG Teachers - build relationships, focus on restorative not just punitive. Managing bullying - target 80% Attendance - P-6 av absence 14.5 days</p>				
<p>KIS 1 Empowering students and building school pride Continue to implement effective wellbeing programs to increase connectedness to school, student engagement and attendance levels. The school will continue to implement the use of positive psychology, growth mindset and brain breaks to support student achievement.</p>				

Actions	<ul style="list-style-type: none"> - Introducing the Respectful Attitudes Program as a targeted intervention and support strategy for select students. - Continuing the Mindfulness & Wellbeing Programs for students in Years 5 and 6. - Continue our partnership with critical friend, Bryan Jeffrey to support teachers and students across the school. - Continue the Peer Mediation Program to assist students with low-level conflict resolution. 				
Outcomes	<ul style="list-style-type: none"> - Less conflict in the playground amongst the student body. - Refined Red Slip process. - Improved student management in learning spaces. 				
Success Indicators	<ul style="list-style-type: none"> - Red Slip data to be reduced across all levels of the school. - Attitudes to School Survey data to show improved connectedness to school, student engagement and attendance levels. 				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Employ Allied Health Professional, Nikky Campbell to continue the Mindfulness & Wellbeing Programs and the Respectful Attitudes Program.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Engage Bryan Jeffrey as a Critical Friend.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Continue the Peer Mediation Program to assist students with low-level conflict resolution.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used	
KIS 2	Engage Executive partner, Bryan Jeffrey in professional learning for staff in relation to student management strategies in addition to supporting student engagement and wellbeing.				

Health and wellbeing					
Actions	Bryan will conduct observations of individual staff on their management strategies as well as individual students (behaviour) deemed at risk from disengagement from their learning. Following the observations the individual staff will be provided feedback for improvement and methods to increase student engagement. Bryan will provide professional learning to all staff during his visits. Bryan will be available at the end of day to meet with staff to discuss their individual needs. Bryan will focus on classroom and playground behaviours.				
Outcomes	Staff will demonstrate increase confidence and capability to manage critical and challenging student behaviours in the classroom and playground.				
Success Indicators	Decrease in classroom incidents of student misbehaviour and student disengagement.				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
Engage Bryan Jeffrey as a Critical Friend.		<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To optimise the use of school resources to improve student learning outcomes.				
12 Month Target 3.1	Develop and implement a school specific Victorian Teaching & Learning Model (VTLM) to improve teacher capacity and student outcomes through student voice and agency.				
KIS 1 Strategic resource management	The appointment of new and additional Learning Specialists in 2019 to work with the School Improvement Team to support staff with the implementation of the CEPS VTLM.				
Actions	<ul style="list-style-type: none"> - All students in Years 4-6 will complete the Start Up Program survey which will provide an opportunity for student voice in the development of our CEPS VTLM. - Learning Specialist and Team Leaders will participate in a Cross-Curriculum PLC to analyse school data and evaluate the effectiveness of instructional practice across the school. 				

Outcomes	<ul style="list-style-type: none"> - An effective VTLM will be in operation school-wide. - A common language will be established in relation to student voice and feedback. - Success Criteria will be common practice across all learning spaces. 				
Success Indicators	<ul style="list-style-type: none"> - A documented CEPS Victorian Teaching & Learning Model utilised in all areas of the school. - Learning Specialists to report increased confidence in leading and managing the improvement of teacher capacity. 				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Learning Specialist and Team Leaders will participate in a Cross-Curriculum PLC to analyse school data and evaluate the effectiveness of instructional practice across the school.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$400,000.00 <input type="checkbox"/> Equity funding will be used	
Release 10 school leaders for a one-day workshop to develop a school-specific VTLM.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used	
KIS 2 Building practice excellence	Improve staff data literacy particularly in relation to NAPLAN but also in whole staff ownership of the data.				
Actions	Engage SEVR Data Literacy Coach to critically discuss the school data sets (Panorama, SIP etc) specifically NAPLAN. Leadership team to continue to share and discuss with all staff the NAPLAN data sets including data trends. NAPLAN data sets specifically the Item Analysis report and NAPLAN Writing Guide to be built into regular PLC discussions and used as a base for planning differentiated learning.				
Outcomes	Home group teachers are able to identify individual student progress on the learning continuum based on an explicit knowledge and understanding of the data. Home group teachers confidently and regularly use the data sets eg during PLC meetings.				
Success Indicators	Curriculum planning documents generated by PLC's show student groupings and personalised learning tasks based on NAPLAN and other data sets. 2019 NAPLAN data will show improved student growth in learning.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Improved staff understanding of data literacy and its use to personalise student learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence				
Scaffold actions of the AIP into teacher and leader PDP's.				
Actions	All staff will have the actions of the 2019 AIP embedded into their PDP.			
Outcomes	As a result of the staff achieving the goals identified in their individual PDP along with the work of the area level PLC's the goals and targets in the 2019 AIP will have been successfully met or exceeded. This will result in improved student learning outcomes across all levels of the curriculum and reflected in all data sets.			
Success Indicators	Staff achieving a successful PDP outcome. This success will be supported by ample supporting evidence identified for each goal in the initial establishment of the PDP and during the mid cycle review discussion.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff PDP's aligned to the 2019 AIP	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence				
Ensure highly visible line of sight of all leaders through a program of classroom visits, observations and learning walks.				

Actions	Staff to participate in a program of peer observations. This program will be enhanced by the involvement of the Leadership team and specifically the Learning Specialists (4 Learning Specialists in 2019). The observations will extend from teaching partners to cross levels throughout the school.			
Outcomes	Teachers are confident in conducting observations and giving and receiving feedback to other teachers within their own area level including cross levels of the school. This will also be evident with teachers interacting with the Leadership team and Learning Specialists.			
Success Indicators	Improved teacher confidence and capability in the delivery of explicit teaching and learning practices. This will be extended into the areas of behaviour management practices and other lens.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peer Observation Program.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 5 Evidence-based high-impact teaching strategies	The HITS focus will specifically be on Differentiated Teaching.			
Actions	The Leadership team and learning specialists will continue to support and guide PLC's with the use of data, planning personalised learning and delivery of best practice, personalised teaching and learning. The focus will be specifically HITS: 10 Differentiated teaching.			
Outcomes	All staff to embed the CEPS VTLM into their daily teaching and learning practice. This is extended to providing wellbeing support to students. PLC Planners to show the use of the CEPS VTLM. All students will be supported and challenged to reach their learning potential.			

Success Indicators	PLC's use student pre assessment and formative assessment, students set their own learning goals and teaching strategies suit personal learning styles. Open ended tasks and successful tiered interventions are in place. Students choose learning activities based on agreed goals and are assessed against prior learning.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
VTLM and use of HITS to improve learning outcomes.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To improve student Reading outcomes across all levels of the school.			
12 Month Target 4.1	Year 3 NAPLAN Reading mean score to be at or above the State mean score Year 5 NAPLAN Reading mean score to be at or above the State mean score Increase the percentage of students in Year 5 achieving in the top 2 bands in Reading.			
KIS 1 Building practice excellence	Implement the Systematic Synthetic Phonics Program in Foundation - Year 2. Building teacher capacity across the school in the areas of phonological awareness.			
Actions	<ul style="list-style-type: none"> - Introduce the SSP Program to all staff, with additional professional learning provided to Foundation-Year 2 teachers and Literacy Support staff. - Purchasing resources to support the SSP Program. - Develop a Scope & Sequence. - Liaise with the school's Speech Pathologist to provide additional support and professional learning for staff. - Liaise with local schools that have implemented the Program for advice and support. 			
Outcomes	<ul style="list-style-type: none"> - The Foundation Team will be using the developed Scope & Sequence for the SSP Program. - Assessments administered in Term 1 will provide a benchmark and inform planning. - Literacy Support Team will follow the SPELDSA intensive literacy program with targeted students in Foundation-Year 2. - Teachers will identify students for targeted teaching groups and intervention. - Teachers and students will be using a common language with regards to phonics. 			

Success Indicators	- Assessments will show positive growth in students ability to identify simple and complex code. - Growth in student achievement data for Reading based on teacher judgements.				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Introduce the SSP Program to all staff, with additional professional learning provided to Foundation-Year 2 teachers and Literacy Support staff.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used	
Purchasing resources to support the SSP Program.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input type="checkbox"/> Equity funding will be used	
Develop a Scope & Sequence.	<input checked="" type="checkbox"/> Assistant Principal	<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					
Actions	Utilise a staged process for NAPLAN preparation.				
Outcomes	The school will develop and implement a detailed NAPLAN preparation action plan for students in Year 3 and Year 5. This will be specifically delivered by the home group teachers and supported by the Literacy and Numeracy leaders.				
Success Indicators	Staff in Year 3 and Year 5 will have completed all components of the NAPLAN action plan to ensure all students know the requirements of the NAPLAN assessments and are fully prepared for the NAPLAN.				
	Student achievement in NAPLAN show improvement and learning growth.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
NAPLAN preparation action plan.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence				
Actions	Use of the NAPLAN Item Analysis report and NAPLAN Writing Guide. The school will draw upon the SEVR Data Coach to critically discuss all school data sets specifically NAPLAN reports. The Leadership team will continue to share all student and school specific data sets eg NAPLAN Item Analysis report and NAPLAN Writing Guide. Discussion will be facilitated on the trends and use of this data to deliver best practice and personalised teaching and learning. PLC's will be regularly supported by the Leadership team in using individual data sets to plan a personalised curriculum in the lead up to the NAPLAN (and beyond).			
Outcomes	PLC's use NAPLAN reports (data sets) to make informed decisions which are reflected in planners to personalise learning including interventions.			
Success Indicators	Learning growth in Reading across the school, specifically in Year 3 and Year 5 NAPLAN.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use of NAPLAN data sets	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

			<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)						
KIS 4 Building practice excellence	Actively participate in the Network Community of Practice in Reading and Literacy.								
Actions	The Principal, Assistant Principals and Literacy Leader will actively participate in the Network Communities of Practice (COP) specifically in the areas of Reading and Literacy. The sharing of best practice at Network level will be embedded into the school to achieve improvement in student outcomes, development of teacher capacity and delivery of overall personalised learning. The learning will be aligned to the peer observation and feedback program.								
Outcomes	PLC's will demonstrate an increase in learning and capability by embedding their learning from the COP's into planners and best practice personalised teaching and learning.								
Success Indicators	Learning growth in Reading across the school.								
Activities and Milestones		Who		Is this a PL Priority		When		Budget	
Network Literacy and Reading COP		<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> PLP Priority		from: Term 1 to: Term 4		\$0.00 <input type="checkbox"/> Equity funding will be used	
KIS 5 Building practice excellence	Actively participate in the Bastow Leading Literacy course modules (6 staff members across the area levels of the school) to build team leadership capability.								
Actions	Six staff members were selected (twelve staff provided an expression of interest) to attend the Bastow Leading Literacy course modules to improve their leadership capacity and in turn share their learning to improve teacher capability and capacity across six out of seven levels across the school.								

Outcomes	Six staff successfully complete the Bastow Leading Literacy course modules. The participants will have led the professional learning conversations at team level including guiding collaboration to enhance the detail in Planners where required. Planners will show personalised learning for all students based on critical conversations and explicit use of data.				
Success Indicators	Learning growth in Reading across the school specifically Year 3 NAPLAN Reading mean score to be at or above the State mean score. Year 5 NAPLAN Reading mean score to be at or above the State mean score. Increase in the percentage of students in Year 5 achieving in the top 2 bands in Reading.				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
Bastow Leading Literacy course modules		<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,800.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$56,800.00	\$56,800.00
Additional Equity funding	\$127,400.00	\$127,400.00
Grand Total	\$184,200.00	\$184,200.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ Allied Health Professional, Nikky Campbell to continue the Mindfulness & Wellbeing Programs and the Respectful Attitudes Program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$30,000.00	\$30,000.00
Engage Bryan Jeffrey as a Critical Friend.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$16,000.00	\$16,000.00
Bastow Leading Literacy course modules	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$10,800.00	\$10,800.00
Totals			\$56,800.00	\$56,800.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Speech Therapist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$86,000.00	\$86,000.00
Occupational Therapist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$28,000.00	\$28,000.00
Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$13,400.00	\$13,400.00
Totals			\$127,400.00	\$127,400.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning Specialist and Team Leaders will participate in a Cross-Curriculum PLC to analyse school data and evaluate the effectiveness of instructional practice across the school.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Engage Bryan Jeffrey as a Critical Friend.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Bryan Jeffrey	<input checked="" type="checkbox"/> On-site
Engage Bryan Jeffrey as a Critical Friend.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> External consultants Bryan Jeffrey	<input checked="" type="checkbox"/> On-site
Learning Specialist and Team Leaders will participate in a Cross-Curriculum PLC to analyse school data and evaluate the effectiveness of instructional practice across the school.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Leading Literacy Learners module
Release 10 school leaders for a one-day workshop to	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

develop a school-specific VTLM.		to: Term 1					
Improved staff understanding of data literacy and its use to personalise student learning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Departmental resources SEVR Data Coach	<input checked="" type="checkbox"/> On-site	
VTLM and use of HITS to improve learning outcomes.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site	
Introduce the SSP Program to all staff, with additional professional learning provided to Foundation-Year 2 teachers and Literacy Support staff.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site	
Network Literacy and Reading COP	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Network COP meetings	

Bastow Leading Literacy course modules	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Leading Literacy course modules
--	--	----------------------------	--	---	---	--