2019 Annual Implementation Plan

for improving student outcomes

Springside P-9 College (8911)

Submitted for review by Robert Nicholls (School Principal) on 14 December, 2018 at 02:11 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 21 December, 2018 at 12:32 PM
Endorsed by Yvonne Burgoine (School Council President) on 31 January, 2019 at 11:08 AM

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
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	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	Our change in leadership structure, particularly the introduction of P-6 year level Team Leaders has come with its challenges. In 2018 our Team Leaders were very inexperienced in the leadership of people and in their knowledge of how to lead a true year level PLC. This lead to inconsistencies in how our PLTs ran, despite guidance from LTs and APs. One of the key responsibility areas of our Professional Learning Community Culture Leading Teachers and our specialists, will be supporting our year level Team Leaders to embed authentic and consistent PLC practices within their teams, which is this implemented consistently in every classroom. One of our pleasing successes has been our PLC initiative Action Research Project. There was very positive MOI growth evidence for a significant number of year 4 students and The year 4 PLT achieved this through willingly and collaboratively developing their own knowledge and skills, particularly around scaffolding scaffolding student learning, and then effectively transferring this into their practice. Our continued focus on providing effective and high quality teacher feedback around classroom practice continued to develop and grew 2018, but embedding consistency in feedback approaches was challenging due to teacher take up and the issues of time management. This focus will be also be a key responsibility of our Professional Learning Community Culture Leading Teachers and our specialists. We have had some authentic successes around our SWPBP with the roll-out of our values matrix, success slips and acknowledgment system. There are still variabilities in the take-up and follow-up from individual

	staff, but the work and focus will continue in 2019. However, using the success slips as an example, we have received pleasing comments from parents who received positive feedback about their children. We have continued to develop our targeted engagement activities such as Hands on Learning and will continue to do so into 2018 and beyond
Considerations for 2020	In 2019, our curriculum leadership structure will broaden as follows, to further support our school improvement focus and 2019 AIP KIS, goals and targets : - 2 X curriculum Assistant Principals - 1 X Inclusive Education Assistant Principal (engagement & wellbeing alignment also) - 2 X Professional Learning Community Culture Leading Teachers - 1 X Curriculum Learning Specialist - 1 X STEAM Learning Specialist - 2 X Primary Mathematics Specialists (.5 each) - 1 X Year 9 Mathematics Leading Teacher - 1 X Year 9 English Leading Teacher We received the exciting news that Springside's application for inclusion in the Primary Mathematics and Science Specialist Initiative was successful. Our focus is mathematics. We have selected 2 quality and passionate teachers to be our specialists. We also look forward to expanding the success of our PLC Initiative Action Research Project. We will maintain our current E&W leadership structure in 2019 to support our school improvement focus and 2019 AIP goals and targets as follows: - 1 X E&W Assistant Principal - 2 X P-9 E&W Leading Teachers - 2 X P-9 Student Welfare Officers We will continue the development and embedding of our School Wide Positive Behaviours program throughout 2019, building on the successes of 2018. In 2019 we will be working collaboratively with our SWPB coach who will provide valuable and ongoing guidance and support. An authentic and consistent teacher feedback model is a missing ingredient at Springside. We will build momentum and embed teacher feedback into the culture of teaching and learning at Springside, including the key components of Peer and Classroom Observations, coaching and mentoring. This will be built into the roles of our leadership responsibility areas above, particularly our Leading Teachers and Learning and Mathematics Specialists.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To ensure high levels of learning growth for every student in all curriculum areas.
Target 1.1	NAPLAN (by 2020) Five-year trend data to be consistently at or above state in all domains 90% of our students to consistently demonstrate medium or high growth in all domains on the relative gain charts and to be above the results of schools with similar characteristics The percentages of students in the top two bands in all domains to be above the results of schools with similar characteristics, SWVR and state
Target 1.2	School-based Tier 2 and Tier 3 assessments (by 2020) 90% of our students to achieve at least 1 years growth and/or an effect size of at least .8 for our Tier 2 summative assessments for English and Mathematics 90% of our students to achieve an effect size of at least 1.0 for our Tier 3 formative assessments for all domains All students to demonstrate at least 12 months growth in our Tier 2 summative writing assessments
Target 1.3	Teacher judgements (by 2020) 90% of our students achieving at or above expected Victorian Curriculum level in reading and viewing, speaking and listening, spelling, writing and numeracy.

	Teacher judgements against the Victorian Curriculum to align with our NAPLAN results and Tier 2 summative assessment evidence and Tier 3 formative assessment evidence
Target 1.4	Survey data (by 2020) Attitude to School survey: 'teacher effectiveness' and 'teacher empathy' to be consistently above state School staff survey: school climate to be above state in 'academic focus' and 'teacher collaboration' Parent survey: 'reporting' and 'learning focus' to be consistently above state
Key Improvement Strategy 1.a Building practice excellence	Develop the college as a Professional Learning Community.
Goal 2	To engender sustained student ownership of their learning.
Target 2.1	Survey data (by 2020) Attitude to School survey: 'stimulating learning' and 'learning confidence' to be consistently above state School staff survey: teaching and learning to be above state in 'setting objectives' and 'effective feedback' Parent survey: 'connectedness to school', 'stimulating learning' and 'student motivation' to be consistently above state

Target 2.2	Improve achievement outcomes as outlined in previous goal.
Target 2.3	Student attendance percentages P-9 to be consistently above SWVR and state.
Target 2.4	Student attendance percentages P-9 to be consistently above the results of schools with similar characteristics, SWVR and state.
Key Improvement Strategy 2.a Empowering students and building school pride	Increase and promote engagement in learning in the classroom, through implementation and development of positive and proactive learning programs.
Goal 3	To optimise positive wellbeing for all students.
Target 3.1	Survey data (by 2020) Attitude to School survey: 'student safety', 'student distress', 'student morale' and 'classroom behaviour' to be consistently above state School staff survey: school climate to be above state in 'trust in students and parents'

	Parent survey: 'classroom behaviour', 'student safety' and 'behaviour management' to be consistently above state
Key Improvement Strategy 3.a Health and wellbeing	Provide and sustain a safe, inclusive and inspiring learning environment

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To ensure high levels of learning growth for every student in all curriculum areas.	Yes	<u>NAPLAN (by 2020)</u> Five-year trend data to be consistently at or above state in all domains 90% of our students to consistently demonstrate medium or high growth in all domains on the relative gain charts and to be above the results of schools with similar characteristics The percentages of students in the top two bands in all domains to be above the results of schools with similar characteristics, SWVR and state	* Increase percentage of students experiencing medium to high relative growth in Writing from approximately 60% to 70% * Increase percentage of Year 5 students assessed in the top 2 bands for Numeracy from 18% to 25% * Increase percentage of Year 9 students assessed in top 2 bands for Numeracy from 15% to 20%
		<u>School-based Tier 2 and Tier 3 assessments (by 2020)</u> 90% of our students to achieve at least 1 years growth and/or an effect size of at least .8 for our Tier 2 summative assessments for English and Mathematics 90% of our students to achieve an effect size of at least 1.0 for our Tier 3 formative assessments for all domains	* Our Tier 2 assessments to demonstrate that 80% of our students achieve at least 1 years growth

		All students to demonstrate at least 12 months growth in our Tier 2 summative writing assessments	
		Teacher judgements (by 2020) 90% of our students achieving at or above expected Victorian Curriculum level in reading and viewing, speaking and listening, spelling, writing and numeracy. Teacher judgements against the Victorian Curriculum to align with our NAPLAN results and Tier 2 summative assessment evidence and Tier 3 formative assessment evidence	80% of our students achieving at or above expected Victorian Curriculum level in reading and viewing, speaking and listening, spelling, writing and numeracy. Teacher judgments against the Victorian Curriculum to align with our NAPLAN results and Tier 2 summative assessment evidence and Tier 3 formative assessment evidence
		Survey data (by 2020) Attitude to School survey: 'teacher effectiveness' and 'teacher empathy' to be consistently above state School staff survey: school climate to be above state in 'academic focus' and 'teacher collaboration' Parent survey: 'reporting' and 'learning focus' to be consistently above state	*2019 Staff Survey scores for 'Teachers in this school have a deep understanding of the curriculum they teach' and 'Teachers in this school plan differentiated learning activities based on student learning needs' will be at 60%

		Survey data (by 2020) Attitude to School survey: 'stimulating learning' and 'learning confidence' to be consistently above state School staff survey: teaching and learning to be above state in 'setting objectives' and 'effective feedback' Parent survey: 'connectedness to school', 'stimulating learning' and 'student motivation' to be consistently above state	* ATOS: percentage of students responding positively to questions regarding 'student voice' in Years 4-6 to increase from an average of 79% to an average of 85%
		Improve achievement outcomes as outlined in previous goal.	* ATOS: percentage of male students responding positively to questions regarding 'learning confidence' in Years 4-6 to increase from an average of 76% to an average of 80% * ATOS: percentage of female students responding positively to questions regarding 'learning confidence' in Years 4-6 to increase from an average of 85% to an average of 90%
		Student attendance percentages P-9 to be consistently above SWVR and state.	* 20 or more absent days to be at 20% for Years P-6 * 20 or more absent days to be at 28% for Year 9

		Student attendance percentages P-9 to be consistently above the results of schools with similar characteristics, SWVR and state.	* Unapproved absences for Years P-6 to be at 2.0 * Unapproved absences for Year 9 to be at 4.0
To optimise positive wellbeing for all students.	Yes	Survey data (by 2020) Attitude to School survey: 'student safety', 'student distress', 'student morale' and 'classroom behaviour' to be consistently above state School staff survey: school climate to be above state in 'trust in students and parents' Parent survey: 'classroom behaviour', 'student safety' and 'behaviour management' to be consistently above state	* ATOS: percentage of male students responding positively to questions regarding 'teacher concern' in Years 9 to increase from an average of 42% to an average of 47% * ATOS: percentage of female students responding positively to questions regarding 'teacher concern' in Years 9 to increase from an average of 34% to an average of 40%

Goal 1	To ensure high levels of learning growth for every student in all curriculum areas.
12 Month Target 1.1	* Increase percentage of students experiencing medium to high relative growth in Writing from approximately 60% to 70% * Increase percentage of Year 5 students assessed in the top 2 bands for Numeracy from 18% to 25% * Increase percentage of Year 9 students assessed in top 2 bands for Numeracy from 15% to 20%
12 Month Target 1.2	* Our Tier 2 assessments to demonstrate that 80% of our students achieve at least 1 years growth
12 Month Target 1.3	80% of our students achieving at or above expected Victorian Curriculum level in reading and viewing, speaking and listening, spelling, writing and numeracy.

	Teacher judgments against the Victorian Curriculum to align with our NAPLAN results and Tier 2 summative assessment evidence and Tier 3 formative assessment evidence
12 Month Target 1.4	*2019 Staff Survey scores for 'Teachers in this school have a deep understanding of the curriculum they teach' and 'Teachers in this school plan differentiated learning activities based on student learning needs' will be at 60%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop the college as a Professional Learning Community.	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.	As there are inconsistencies in student growth, achievement and Attitudes to School results across the college, and because we have concerning trends with the results of our Staff Survey in relation to teaching and learning, we have a strong focus on building consistent and authentic research-based practice within and across our PLC's, with an aim to ensure high levels of growth for every student.	

Goal 2	To engender sustained student ownership of their learning.
12 Month Target 2.1	* ATOS: percentage of students responding positively to questions regarding 'student voice' in Years 4-6 to increase from an average of 79% to an average of 85%
12 Month Target 2.2	* ATOS: percentage of male students responding positively to questions regarding 'learning confidence' in Years 4-6 to increase from an average of 76% to an average of 80% * ATOS: percentage of female students responding positively to questions regarding 'learning confidence' in Years 4-6 to increase from an average of 85% to an average of 90%

12 Month Target 2.3	* 20 or more absent days to be at 20% for Years P-6 * 20 or more absent days to be at 28% for Year 9	
12 Month Target 2.4	* Unapproved absences for Years P-6 to be at 2.0 * Unapproved absences for Year 9 to be at 4.0	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Increase and promote engagement in learning in the classroom, through implementation and development of positive and proactive learning programs.	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.	Our Attitudes to School results around Student Voice indicate we are heading the right direction, however we aim to increase our focus in 2019, and built on the solid platform we have achieved.	
Goal 3	To optimise positive wellbeing for all students.	
12 Month Target 3.1	* ATOS: percentage of male students responding positively to questions regarding 'teacher concern' in Years 9 to increase from an average of 42% to an average of 47% * ATOS: percentage of female students responding positively to questions regarding 'teacher concern' in Years 9 to increase from an average of 34% to an average of 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Provide and sustain a safe, inclusive and inspiring learning environment	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.	The trends around 'Teacher Concern' compel us to address this area to enable the structures, strategies and professional learning to improve our practice and results.

Define Actions, Outcomes and Activities

Goal 1	To ensure high levels of learning growth for every student in all curriculum areas.
12 Month Target 1.1	* Increase percentage of students experiencing medium to high relative growth in Writing from approximately 60% to 70% * Increase percentage of Year 5 students assessed in the top 2 bands for Numeracy from 18% to 25% * Increase percentage of Year 9 students assessed in top 2 bands for Numeracy from 15% to 20%
12 Month Target 1.2	* Our Tier 2 assessments to demonstrate that 80% of our students achieve at least 1 years growth
12 Month Target 1.3	80% of our students achieving at or above expected Victorian Curriculum level in reading and viewing, speaking and listening, spelling, writing and numeracy. Teacher judgments against the Victorian Curriculum to align with our NAPLAN results and Tier 2 summative assessment evidence and Tier 3 formative assessment evidence
12 Month Target 1.4	*2019 Staff Survey scores for 'Teachers in this school have a deep understanding of the curriculum they teach' and 'Teachers in this school plan differentiated learning activities based on student learning needs' will be at 60%
KIS 1 Building practice excellence	Develop the college as a Professional Learning Community.
Actions	Practice Principles: Action 6.1 – Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives. Action 6.2 – Teachers use assessment data to diagnose student learning needs and plan for learning. Action 7.1 – Teachers evaluate the impact of teaching on learning by analysing multiple sources of data. Action 7.3 – Teachers draw on current research and use an inquiry improvement cycle
Outcomes	Students • know the learning intention and success criteria of each lesson, and be able to articulate why these are important to their learning • understand the lesson routine and successfully negotiate the lesson sequence and structure • master new knowledge and skills before moving to next learning

	• are engaged in their learning as it is at a challenging yet achievable level • understand that the learning process is as important as completing the task • master new knowledge and skills before moving to next learning • can move confidently from using worked examples to independent practice Teachers • Individual plans have strong line of sight to the school's goals and targets • make links between students' progress data and their own professional learning needs. • use the instructional model relating to high-impact teaching strategies. • use explicit systems for collaboration, teacher judgement, classroom observation, the modelling of effective practice and feedback. • routinely use evidence of student learning progress, individually and collectively, in planning Leaders • have a shared understanding of why and how FISO initiatives for improvement will be implemented • know and articulate how these will support the school's vision, values and culture • develop capability among teachers to implement and monitor the actions of the SIT • participate in and leads Professional Learning Teams
Success Indicators	As well as the listed target data sources being used as evidence to measure progress and successes, being the NAPLAN, school-based summative and formative assessments, ATOS and Staff Survey results, evidence from staff PDPs (including relevant HITS), PLC and weekly planning documents, teacher feedback and observation cycles, targeted professional learning within our PLC inquiry cycle and meeting schedule, student conferences, student-driven goals and moderation examples.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Restructure of leadership team ensuring clarity and purpose around roles and responsibilities e.g. relationship and alignment of PLT LT's and Learning Specialists	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Team Leader(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☑ Equity funding will be used
Professional Learning Community Culture Leading Teachers and our specialists, supporting our year level Team Leaders to embed	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$174,000.00

authentic and consistent PLC practices. This includes expanding the PLC Initiative work, embedding a true PLC inquiry cycle and the Whole Language Workshop Model. (employment of 1.6 PLC Culture Leading Teacher)	☑ Learning Specialist(s) ☑ Teacher(s) ☑ Team Leader(s)		to: Term 4	☑ Equity funding will be used
Primary Mathematics Specialists undertake initiative professional learning with follow on support for Team leaders and PLC's.	☑ Learning Specialist(s) ☑ Teacher(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Equity funding will be used
Effective and high quality teacher feedback around classroom practice, including coaching and Peer and Classroom Observation. Using CRT funds, teachers will be released to participate in observations and coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Targeted professional learning for staff around student conferences and moderation of student work, and other relevant formative assessment strategies. Using CRT funds, teachers will be released to participate in observations and coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$20,000.00 ☑ Equity funding will be used

Goal 2	To engender sustained student ownership of their learning.
12 Month Target 2.1	* ATOS: percentage of students responding positively to questions regarding 'student voice' in Years 4-6 to increase from an average of 79% to an average of 85%

12 Month Target 2.2	* ATOS: percentage of male students responding positively to questions regarding 'learning confidence' in Years 4-6 to increase from an average of 76% to an average of 80% * ATOS: percentage of female students responding positively to questions regarding 'learning confidence' in Years 4-6 to increase from an average of 85% to an average of 90%
12 Month Target 2.3	* 20 or more absent days to be at 20% for Years P-6 * 20 or more absent days to be at 28% for Year 9
12 Month Target 2.4	* Unapproved absences for Years P-6 to be at 2.0 * Unapproved absences for Year 9 to be at 4.0
KIS 1 Empowering students and building school pride	Increase and promote engagement in learning in the classroom, through implementation and development of positive and proactive learning programs.
Actions	Practice Principles: - Action 1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals - Action 4.1 Teachers place student needs at the centre of program planning and delivery - Action 6.1 Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives - Action 7.1 Teachers evaluate the impact of teaching on learning by analyzing multiple sources of data - Action 4.2 Teachers collaboratively design and implement a scope and sequence of learning - Action 6.2 Teachers use assessment data to diagnose student learning needs and plan for learning - Action 7.2 Teacher identify and target area for professional learning
Outcomes	Students • students work in partnership with their teacher to develop relevant learning goals using authentic evidence of learning progress • Students actively engage with their learning goals to plan and monitor their own learning • Students self-monitor their progress, provide evidence of achievement and develop future goals using their strengths and areas for development • Students accept and use teacher and peer feedback to support their learning Teachers • know that every learner is capable of making progress and clearly communicate this to all students. • set challenging tasks and encourage students to engage with them.

	• is designed to scaffold student learning accordingly.

<table>
<tr><td></td><td>•   is designed to scaffold student learning accordingly.
•   and students feedback to each other about student progress.
•   teams respond to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery.
•   collaborate, challenge, and support each other and are provided with appropriate and timely feedback.
Leaders
•   build a safe, purposeful and inclusive learning environment by fostering constructive and respectful relationships among all members of the school community.
•   encourage inquiry, creativity and innovation in a safe environment.</td></tr>
<tr><td>Success Indicators</td><td>As well as the listed target data sources being used as evidence to measure progress and successes, being the NAPLAN, school-based summative and formative assessments, ATOS and Staff Survey results, evidence from staff PDPs (including relevant HITS), PLC and weekly planning documents, teacher feedback and observation cycles, targeted professional learning within our PLC inquiry cycle and meeting schedule, student conferences, student-driven goals and moderation examples.</td></tr>
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC's identify and use authentic assessment practices and evidence through our PLC inquiry cycle to drive planning and teaching and learning as evident in PLC collaboration sessions, unit planning, weekly planners, and documentation through Peer Observations and coaching.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Evidence of targeted professional learning in PLC's to support teacher knowledge and practice such as professional readings and use of research-based resources, e.g. Booker, Back the Front Math's etc.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Equity funding will be used
Evidence of differentiation in planning and classroom practice. Using CRT funds, teachers will be released to participate in observations and coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00

		☑ Team Leader(s)			☑ Equity funding will be used
Teacher identify and target HITS relevant to their needs identified through the Performance & Development process, following on from the professional learning in 2018. Using CRT funds, teachers will be released to participate in observations and coaching.		☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$10,000.00 ☑ Equity funding will be used

Goal 3	To optimise positive wellbeing for all students.
12 Month Target 3.1	* ATOS: percentage of male students responding positively to questions regarding 'teacher concern' in Years 9 to increase from an average of 42% to an average of 47% * ATOS: percentage of female students responding positively to questions regarding 'teacher concern' in Years 9 to increase from an average of 34% to an average of 40%
KIS 1 Health and wellbeing	Provide and sustain a safe, inclusive and inspiring learning environment
Actions	Practice Principles: Action 2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner Action 2.2 Teachers ensure all students' cultural backgrounds, needs and abilities are recognized and addressed in the learning program Action 6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards Actions 7.1 Teachers evaluate the impact of teaching on learning by analyzing multiple sources of data
Outcomes	The school • proactively involves a student voice team and other students in decision making about planning and improvement with links to the School Improvement Team and/or School Council. • provides professional learning for all staff to support the skills of dialogue, listening and responding to student voice. • has a clear understanding of what student leadership involves and ensures its student representative models are inclusive.

	• Promotes, lives and celebrates diversity and understanding of others with an inclusive education environment • values and vision are explicit in all policies and guidelines and these are shared with the community. • values and vision are evident in teacher and student dispositions and actions. • behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. Students • Students have meaningful input to many aspects of the school. • Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions. • Student voice is evident in the school review improvement cycle through various touchpoints. • Some students and teachers have developed an authentic learning partnership and participate in three-way conferences. • Examples are seen of students taking responsibility for their learning and becoming independent, self-regulating learners. • Students have the opportunity to influence the curriculum.
Success Indicators	As well as the listed target data sources being used as evidence to measure progress and successes, being the NAPLAN, school-based summative and formative assessments, ATOS and Staff Survey results, evidence from staff PDPs (including relevant HITS), PLC and weekly planning documents, teacher feedback and observation cycles, targeted professional learning within our PLC inquiry cycle and meeting schedule, student conferences, student-driven goals and moderation examples.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Targeted SWPBP strategies are embedded into practice, e.g. success slips and student acknowledgment system.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Equity funding will be used
Student goals are developed in a partnership between teachers and students, as evidenced in documented goals relating to authentic evidence and feedback	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☑ Equity funding will be used
Student Leaders lead a range of school activities, with leadership broadened to include non-elected students with a variety of skills	☑ Assistant Principal	☐ PLP Priority	from: Term 2	$170,000.00

and attributes contributing the student leadership. (employment of 1.5 E&W Leading Teachers)	☑ Leading Teacher(s)		to: Term 3	☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$434,000.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$434,000.00**	**$0.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Restructure of leadership team ensuring clarity and purpose around roles and responsibilities e.g. relationship and alignment of PLT LT's and Learning Specialists	from: Term 1 to: Term 1		$0.00	
Professional Learning Community Culture Leading Teachers and our specialists, supporting our year level Team Leaders to embed authentic and consistent PLC practices. This includes expanding the PLC Initiative work, embedding a true PLC inquiry cycle and the Whole Language Workshop Model. (employment of 1.6 PLC Culture Leading Teacher)	from: Term 1 to: Term 4		$174,000.00	
Primary Mathematics Specialists undertake initiative professional learning with follow on support for Team leaders and PLC's.	from: Term 1 to: Term 4		$0.00	
Effective and high quality teacher feedback around classroom practice, including coaching and Peer and	from: Term 1		$20,000.00	

Classroom Observation. Using CRT funds, teachers will be released to participate in observations and coaching.	to: Term 4			
Targeted professional learning for staff around student conferences and moderation of student work, and other relevant formative assessment strategies. Using CRT funds, teachers will be released to participate in observations and coaching.	from: Term 2 to: Term 4		$20,000.00	
PLC's identify and use authentic assessment practices and evidence through our PLC inquiry cycle to drive planning and teaching and learning as evident in PLC collaboration sessions, unit planning, weekly planners, and documentation through Peer Observations and coaching.	from: Term 1 to: Term 4		$20,000.00	
Evidence of targeted professional learning in PLC's to support teacher knowledge and practice such as professional readings and use of research-based resources, e.g. Booker, Back the Front Math's etc.	from: Term 1 to: Term 4		$0.00	
Evidence of differentiation in planning and classroom practice. Using CRT funds, teachers will be released to participate in observations and coaching.	from: Term 1 to: Term 4		$20,000.00	
Teacher identify and target HITS relevant to their needs identified through the Performance & Development process, following on from the professional learning in 2018. Using CRT funds, teachers will be released to participate in observations and coaching.	from: Term 2 to: Term 3		$10,000.00	
Targeted SWPBP strategies are embedded into practice, e.g. success slips and student acknowledgment system.	from: Term 1 to: Term 4		$0.00	

Student goals are developed in a partnership between teachers and students, as evidenced in documented goals relating to authentic evidence and feedback	from: Term 2 to: Term 3		$0.00	
Student Leaders lead a range of school activities, with leadership broadened to include non-elected students with a variety of skills and attributes contributing the student leadership. (employment of 1.5 E&W Leading Teachers)	from: Term 2 to: Term 3		$170,000.00	
Totals			$434,000.00	

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
Effective and high quality teacher feedback around classroom practice, including coaching and Peer and Classroom Observation. Using CRT funds, teachers will be released to participate in observations and coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ Subject association ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Targeted professional learning for staff around student conferences and moderation of student work, and other relevant formative assessment strategies. Using CRT funds, teachers will be released to participate in observations and coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
PLC's identify and use authentic assessment practices and evidence through our PLC inquiry cycle to drive planning and teaching and learning as evident in PLC collaboration sessions, unit planning, weekly planners, and documentation through Peer Observations and coaching.	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Evidence of differentiation in planning and classroom practice. Using CRT funds, teachers will be released to participate in observations and coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s) ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Teacher identify and target HITS relevant to their needs identified through the Performance & Development process, following on from the professional learning in 2018. Using CRT funds, teachers will be released to participate in observations and coaching.	☑ Leadership Team ☑ Teacher(s)	from: Term 2 to: Term 3	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site