

# 2019 Annual Implementation Plan

## for improving student outcomes

Grahamvale Primary School (3696)



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

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>Completing the self-evaluation was a good opportunity to reflect on the work that has been done over the 2018 school year - to reflect on the successes and the areas for continued improvement. It also allows us to look forward to the work that is needed to be done, in order to keep the focus and momentum on improved student learning outcomes.</p> <p>As a school we have seen consistent in the teaching of reading across all classrooms. This has been a key focus this year and teachers are now all planning and implementing targeted Guided Reading sessions each day. The use of the HRLTP's is also evident, however there are different 'pockets' of the occurring across the school.</p> <p>It also highlights how we have used the documentation produced this year by the Department and how this supports the work that we are doing.</p> <p>We have good sets of data, however our learning growth is still well below where it should be.</p> <p>We have a very strong sense of community at Grahamvale and the students feel like they belong here at school.</p> <p>Strong parental and community support is a strength of ours at Grahamvale Primary School and an area that we can continue to strengthen as we look ahead to 2019 - to really form true partnerships for the school and families. Our aim is to better inform families of what the students are learning at school and to put them in a better position to support their child at home.</p>
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<p><b>Considerations for 2020</b></p>	<p>In 2019 Grahamvale Primary School is going to ensure that it is providing teaching and learning opportunities to target the learning for all students. There will be targeted teaching groups in both literacy and Numeracy to meet the intervention and acceleration needs of our students. As a school we have embedded intervention programs, however acceleration is an area that we need to improve in. This has directed my strategic thinking and the staffing profile that has been created. The School Improvement Team will be better established and will meet every two weeks to discuss student learning - the impact of the professional learning being offered and the evidence that we are seeing on student outcomes. In Term One the school is also undergoing its review. This will be an opportunity to further reflect on the work that has been done and to set the strategic direction for the next four years. It will be a fantastic opportunity to work with challenge partners who will be able to question the data, look at the evidence and pose questions to clarify our thinking - to also probe us further into what we need to continue to improve and refine.</p>
<p><b>Documents that support this plan</b></p>	<p>GPS PROTOCOLS FOR PROFESSIONAL PRACTICE DAYS.docx (0.18 MB)  Guided Reading Observation Sheet.doc (0.29 MB)  HITS Self Reflection Tool - Staff Results.docx (0.02 MB)  Overall Primary School Tables.pdf (0.11 MB)  Parents Opinion Survey Report.pdf (0.08 MB)  Sch_Prfl_Rpt_20183696.pdf (1.82 MB)  Students at Risk.docx (0.14 MB)  Year 3 GandP Analysis.docx (0.11 MB)  Year 3 Number Analysis.docx (0.12 MB)  Year 3 Reading Analysis.docx (0.11 MB)  Year 3 Spelling Analysis.docx (0.11 MB)  Year 5 GandP Analysis.docx (0.11 MB)  Year 5 Number Analysis.docx (0.12 MB)  Year 5 Reading Analysis.docx (0.12 MB)  Year 5 Spelling Analysis.docx (0.11 MB)</p>

## SSP Goals Targets and KIS

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<b>Target 1.1</b>	<p>Ensure the percentage of students achieving low growth on NAPLAN relative growth reports is below 25%.</p> <table border="1" data-bbox="685 395 1429 603"> <thead> <tr> <th colspan="2">PERCENTAGE OF STUDENTS SHOWING LOW GROWTH</th> </tr> <tr> <th>DOMAIN</th> <th>[from YR3-5]</th> </tr> </thead> <tbody> <tr> <td></td> <td>2014</td> </tr> <tr> <td>Reading</td> <td>9.3%</td> </tr> <tr> <td>Writing</td> <td>30.9%</td> </tr> <tr> <td>Numeracy</td> <td>25.6%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p> <table border="1" data-bbox="685 687 1458 895"> <thead> <tr> <th colspan="3">PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH</th> </tr> <tr> <th>DOMAIN</th> <th colspan="2">[from YR3-5]</th> </tr> <tr> <td></td> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32.6%</td> <td>&gt;35%</td> </tr> <tr> <td>Writing</td> <td>21.4%</td> <td>&gt;30%</td> </tr> <tr> <td>Numeracy</td> <td>18.6%</td> <td>&gt;30%</td> </tr> </tbody> </table> <p>Annual AusVELS data will indicate that every teacher will achieve at least 12 months growth for every student.</p>	PERCENTAGE OF STUDENTS SHOWING LOW GROWTH		DOMAIN	[from YR3-5]		2014	Reading	9.3%	Writing	30.9%	Numeracy	25.6%	PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH			DOMAIN	[from YR3-5]			2014	2018	Reading	32.6%	>35%	Writing	21.4%	>30%	Numeracy	18.6%	>30%
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<b>Key Improvement Strategy 1.a</b> Building practice excellence	To provide professional learning for all staff to build their capacity to be able to implement the Literacy and Numeracy strategy with a particular focus on reading.																														
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met in reading.																														
<b>Goal 2</b>	To improve student engagement in all aspects of their learning.																														

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<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.																								
<b>Goal 3</b>	Improve student wellbeing across the school.																								
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<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To embed student voice and agency in student learning.																	
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	To develop a learning community that builds positive relationships which strengthen connections and develop the character of the staff and the child.																	
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<b>Key Improvement Strategy 4.a</b> Building leadership teams	To build professional learning teams that collaborate and have collective responsibility for the learning of all students.																	
<b>Key Improvement Strategy 4.b</b> Instructional and shared leadership	To create a whole school culture of accountability and feedback.																	





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																						
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<b>12 Month Target 1.1</b>	<p data-bbox="613 962 1928 994">To decrease the % of low growth and increase the % of high growth for students in Year 5 using NAPLAN data.</p> <p data-bbox="613 994 920 1026">NAPLAN Growth Targets</p> <p data-bbox="613 1026 842 1058">% of HIGH Growth</p> <table data-bbox="613 1058 1361 1121"> <thead> <tr> <th data-bbox="613 1058 719 1090">Reading</th> <th data-bbox="842 1058 994 1090">2018 Target</th> <th data-bbox="1025 1058 1178 1090">2018 Data</th> <th data-bbox="1209 1058 1361 1090">2019 Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="613 1090 719 1121"></td> <td data-bbox="842 1090 994 1121">30%</td> <td data-bbox="1025 1090 1178 1121">12%</td> <td data-bbox="1209 1090 1361 1121">20%</td> </tr> </tbody> </table> <p data-bbox="613 1153 837 1185">% of LOW Growth</p> <table data-bbox="613 1185 1323 1249"> <thead> <tr> <th data-bbox="613 1185 719 1217">Reading</th> <th data-bbox="842 1185 994 1217">2018 Target</th> <th data-bbox="1025 1185 1178 1217">2018 Data</th> <th data-bbox="1209 1185 1361 1217">2019 Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="613 1217 719 1249"></td> <td data-bbox="842 1217 994 1249">15%</td> <td data-bbox="1025 1217 1178 1249">38%</td> <td data-bbox="1209 1217 1361 1249">25%</td> </tr> </tbody> </table> <p data-bbox="613 1281 1644 1313">To increase the % endorsement in the Staff Opinion Survey for the following two areas:</p> <p data-bbox="613 1313 1070 1345">Collective Focus on Student Learning:</p> <table data-bbox="613 1345 947 1409"> <thead> <tr> <th data-bbox="613 1345 745 1377">2018 Data</th> <th data-bbox="790 1345 947 1377">2019 Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="613 1377 745 1409">83%%</td> <td data-bbox="790 1377 947 1409">90%</td> </tr> </tbody> </table>	Reading	2018 Target	2018 Data	2019 Target		30%	12%	20%	Reading	2018 Target	2018 Data	2019 Target		15%	38%	25%	2018 Data	2019 Target	83%%	90%
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<b>KIS 2</b> Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met in reading.	Yes																							
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>In 2018 the focus on reading saw a shift in the teaching practices and all teachers implementing Guided Reading on a daily basis. Despite this however as a school we are still seeing low levels of learning growth and we need to improve in this area. Our low level of learning growth is low not only from Years 3 - 5, but also from years 5 -7. We need to continue to build staff capacity and confidence to ensure they are meeting the needs of all students.</p> <p>Teachers have commenced implementing the Reader's Workshop 'model' and this will become consistent across all classrooms from the commencement of the 2019 school year. Teachers will have class libraries in their classrooms and reading will continue to be a focus.</p> <p>Staff Opinion data in 2019 showed a decrease in staff collaboration - by staff implementing the Literacy Strategy and having a consistent approach towards planning, it is hoped that this will increase in 2019. The School Improvement team will also have staff collaboration as part of a standing agenda item, to discuss how staff are working together and what practices we can put</p>																								

	<p>in place to continue to build this - with collaboration hopefully staff trust in each is also increased and this too will be a standing agenda item to openly discuss.</p> <p>The focus of teachers working collaboratively will not only be in their own teams but also 'mixed' teams to discuss planning, data and moderation and strengthening home/school learning partnerships. This will support staff from across teams building their knowledge and sharing what is happening across classrooms.</p> <p>Learning walks will also be a key focus, to look for the evidence of what teachers are teaching, what students are learning and is this meeting the learning needs.</p>																		
<b>Goal 2</b>	To improve student engagement in all aspects of their learning.																		
<b>12 Month Target 2.1</b>	<p>To increase the levels of student engagement as per the student attitudes to school survey data:</p> <p>Stimulated Learning:</p> <p>My teacher makes the work we do in class interesting:</p> <table data-bbox="618 715 1021 778"> <tr> <td>2018 Data</td> <td>2019 Target</td> </tr> <tr> <td>89%</td> <td>93%</td> </tr> </table> <p>My teacher makes learning fun:</p> <table data-bbox="618 842 1021 906"> <tr> <td>2018 Data</td> <td>2019 Target</td> </tr> <tr> <td>89%</td> <td>93%</td> </tr> </table> <p>School Connectedness:</p> <p>I look forward to going to school:</p> <table data-bbox="618 1034 1021 1098"> <tr> <td>2018 Data</td> <td>2019 Target</td> </tr> <tr> <td>78%</td> <td>85%</td> </tr> </table> <p>Teacher - Student Relations:</p> <p>My teacher knows if something is bothering me:</p> <table data-bbox="618 1225 1021 1289"> <tr> <td>2018 Data</td> <td>2019 Target</td> </tr> <tr> <td>66%</td> <td>75%</td> </tr> </table> <p>I can talk to my teacher if something is worrying me:</p> <table data-bbox="618 1353 1021 1385"> <tr> <td>2018 Data</td> <td>2019 Target</td> </tr> </table>	2018 Data	2019 Target	89%	93%	2018 Data	2019 Target	89%	93%	2018 Data	2019 Target	78%	85%	2018 Data	2019 Target	66%	75%	2018 Data	2019 Target
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	74%	85%				
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?					
<b>KIS 1</b> Empowering students and building school pride	To enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.					
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The focus in 2019 will be to provide intervention and acceleration programs to meet the learning needs of students. NAPLAN data shows consistent levels of low learning growth and this is an area that needs to be addressed. Our learning growth is low and this is consistent from Years three through to Year seven. Student Attitudes data also shows that 88% of students believe that there is differentiated learning to support them within the classroom - we would like to see an increase in this data. Through the use of student data, students will be grouped and will work with an experienced teacher in the areas of literacy and Numeracy - working to 'shrink' the tail and raise the bar and continue the learning growth for students who are already working above level.</p> <p>Enhancing student engagement also links into the work we want to develop as a school through student voice and agency and to ensure students know what they are learning and why, using the five questions:</p> <ol style="list-style-type: none"> <li>1. What are you learning and why?</li> <li>2. How are you going?</li> <li>3. How do you know?</li> <li>4. How can you improve?</li> <li>5. Where do you go for help?</li> </ol> <p>This year some teams have provided learning opportunities for their students that have allowed them to then showcase what they have done to their parents and school community - this has included working with parents and including them in the process.</p>					
<b>Goal 3</b>	Improve student wellbeing across the school.					
<b>12 Month Target 3.1</b>	<p>To increase the levels of student wellbeing as per the student attitudes to school survey data:</p> <p>Student safety:</p> <p>Managing Bullying:</p> <table> <tr> <td>2018 Data</td> <td>2019 Target</td> </tr> <tr> <td>85%</td> <td>90%</td> </tr> </table>		2018 Data	2019 Target	85%	90%
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85%	90%					

	<p>Social Engagement:</p> <p>School Connectedness - sense of belonging:  2018 Data                      2019 Target  87%                                      90%</p> <p>Sense of Inclusion:  2018 Data                      2019 Target  88%                                      92%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	To embed student voice and agency in student learning.	
<b>KIS 2</b> Empowering students and building school pride	To develop a learning community that builds positive relationships which strengthen connections and develop the character of the staff and the child.	
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Students at Grahamvale have a voice and there are many opportunities for student leadership. The next step is to build on student voice that is specifically linked to the student's learning and knowing what they are learning and why - linked to their learning goals. The focus of Learning walks in 2019 will be not just on what is happening in the classrooms, but also talking to students and asking them 5 key questions: 1. What are you learning and why? 2. How are you going? 3. How do you know? 4. How can you improve? 5. Where do you go for help? Another focus will also be on 'walking the walls' - do the displays support student learning, is student work on display and visible or is it distracting?	



	<p>2018 Attitudes to school data showed that 83% of students said that they have a say in things they learn, 82% said that they are encouraged to share their ideas and 73% saying that the teacher likes their ideas. Overall the student attitude data is very positive however by increasing the conversations and questioning around what they are learning and working to better inform parents of the learning goals their children are working on, will further strengthen the home/school links. 74% of parents in the parent Opinion Survey stated that teachers communicate with them about their child's progress, and 71% understood how their child is assessed. Increasing information linked to the student's learning goals will also support the school in addressing this area.</p>	
<b>Goal 4</b>	Optimise leadership structures across the school.	
<b>12 Month Target 4.1</b>	<p>To increase the levels of staff collaboration and staff trust. Also to increase cultural leadership</p> <p>Staff Collaboration:  2018 Data                      2019 Target  52.32%                              70%</p> <p>Staff trust:  2018 Data                      2019 Target  16.7%                              60%</p> <p>Cultural Leadership:  2018 Data                      2019 Target  49.44%                              60%</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building leadership teams	To build professional learning teams that collaborate and have collective responsibility for the learning of all students.	Yes
<b>KIS 2</b> Instructional and shared leadership	To create a whole school culture of accountability and feedback.	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 2018 Staff Opinion Data shows that teacher collaboration and staff trust is low. Staff have a sense that they cannot share ideas and work with others across teams.

In 2019 staff will be working in teams that will then feed back into the School Improvement Team. Teams will be structured around curriculum planning, data, assessments and moderation and strengthening the home/school links related to student learning. These teams will be made up of teachers from across year levels to promote collaboration and encourage the sharing of good practice across the school. Teachers will be encouraged to challenge each other and be confident to ask clarifying or probing questions as required.

The School Improvement Team will meet each fortnight to discuss students learning - what is happening in the classrooms - what professional learning is required and using data and evidence to base the discussions around. Discussions will be targeted and linked to teaching and learning and student outcomes.

Learning walks will take place on a frequent basis and staff PDP plans will be linked to the AIP.

As the school is in review in early term one next year, collaboration and trust will be a focus area for the Challenge Partners to look further into and suggest ways it can be overcome - staff trust and staff collaboration are also going to be standing items on the meeting agenda for the School Improvement Team and for them to also feel confident in sharing what they are seeing - staff opinion data is very low in these areas and one that needs addressing. A speaker on one of the Pupil Free days at the start of the year will also address staff - with a focus on working together and 'walking the line.'

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student learning outcomes.																																																								
<b>12 Month Target 1.1</b>	<p>To decrease the % of low growth and increase the % of high growth for students in Year 5 using NAPLAN data.</p> <p>NAPLAN Growth Targets</p> <table data-bbox="533 427 1288 526"> <thead> <tr> <th colspan="4">% of HIGH Growth</th> </tr> <tr> <th>Reading</th> <th>2018 Target</th> <th>2018 Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td></td> <td>30%</td> <td>12%</td> <td>20%</td> </tr> </tbody> </table> <table data-bbox="533 555 1243 654"> <thead> <tr> <th colspan="4">% of LOW Growth</th> </tr> <tr> <th>Reading</th> <th>2018 Target</th> <th>2018 Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td></td> <td>15%</td> <td>38%</td> <td>25%</td> </tr> </tbody> </table> <p>To increase the % endorsement in the Staff Opinion Survey for the following two areas:</p> <p>Collective Focus on Student Learning:</p> <table data-bbox="533 750 862 813"> <thead> <tr> <th>2018 Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>83%%</td> <td>90%</td> </tr> </tbody> </table> <p>Guaranteed and Viable Curriculum:</p> <table data-bbox="533 877 862 941"> <thead> <tr> <th>2018 Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>67%</td> <td>75%</td> </tr> </tbody> </table> <p>To increase the % of students who are working at or above the required level in Reading and Viewing using the Victorian Curriculum - Teacher Judgements:</p> <table data-bbox="533 1069 1075 1331"> <thead> <tr> <th>Year Level</th> <th>2018 Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>Year 1</td> <td>89%</td> <td>87%</td> </tr> <tr> <td>Year 2</td> <td>85%</td> <td>92%</td> </tr> <tr> <td>Year 3</td> <td>78%</td> <td>89%</td> </tr> <tr> <td>Year 4</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>Year 5</td> <td>72%</td> <td>83%</td> </tr> <tr> <td>Year 6</td> <td>77%</td> <td>75%</td> </tr> </tbody> </table>	% of HIGH Growth				Reading	2018 Target	2018 Data	2019 Target		30%	12%	20%	% of LOW Growth				Reading	2018 Target	2018 Data	2019 Target		15%	38%	25%	2018 Data	2019 Target	83%%	90%	2018 Data	2019 Target	67%	75%	Year Level	2018 Data	2019 Target	Foundation	82%	85%	Year 1	89%	87%	Year 2	85%	92%	Year 3	78%	89%	Year 4	80%	85%	Year 5	72%	83%	Year 6	77%	75%
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<b>KIS 1</b> Building practice excellence	To provide professional learning for all staff to build their capacity to be able to implement the Literacy and Numeracy strategy with a particular focus on reading.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in reading.</li> <li>2. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in reading.</li> <li>3. Develop and build teacher's knowledge and understanding of the Reader's Workshop model and ensure it is being implemented.</li> <li>4. Provide mentors and school based coaches for Graduate staff.</li> <li>5. Further develop the use of Professional Practice days and encourage staff to use their days to further develop their understanding of the Literacy Strategy and the Reader's Workshop</li> </ol>
<b>Outcomes</b>	<p>If the actions have been successfully implemented, expected changes will be:</p> <p>School Improvement Team will:</p> <ul style="list-style-type: none"> <li>~ have targeted discussions around teaching and learning and identify the targeted PL needs</li> </ul> <p>Literacy Leader will:</p> <ul style="list-style-type: none"> <li>~ provide leadership and support for staff to implement the Literacy Strategy</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>~ deliver a planned Reading Block every day</li> <li>~ use the agreed planning document to plan targeted activities</li> <li>~ clearly articulate what the data is telling them and how this is transferred into the activities</li> <li>~ know the curriculum - understand the way the Reader's workshop needs to be implemented</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>~ be able to clearly articulate what they are learning and be able to answer the 5 questions:</li> </ul> <ol style="list-style-type: none"> <li>1. What are you learning and why?</li> <li>2. How are you going?</li> <li>3. How do you know?</li> <li>4. How can you improve?</li> <li>5. Where do you go for help?</li> </ol>
<b>Success Indicators</b>	<p>The data/evidence that will be used to indicate success will be:</p> <ul style="list-style-type: none"> <li>~ NAPLAN data</li> <li>~ NAPLAN growth data</li> <li>~ Panorama report</li> <li>~ Teacher judgement</li> </ul>

	~ Learning walk observations - student feedback ~ Staff Opinion Survey data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Principal will work with the School Improvement Team and the Literacy Leader to ensure that the PL offered to staff is linked to the reader's Workshop and meets the needs of all teachers - to ensure the Literacy Strategy is being implemented in ALL classrooms across the school.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
The School Improvement team will meet each fortnight to discuss student learning across the school. The agenda will have standing items and protocols attached to ensure that discussions are targeted and conversations are based around research and evidence. This information will then be fed back to staff teams.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Will drive the professional learning across the school. Will liaise with the Principal and the School Improvement Team to ensure that professional learning is targeted - to ensure the Reader's Workshop is being implemented. All classrooms will have libraries to support student reading. The Literacy Leader will inform families of the strategies used to support students in reading - this will be done through the newsletter and through information sessions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Teachers will actively engage in professional learning and implement this in the classroom. They will conduct Learning Walks in their colleague's classes to observe best practice. Teachers will analyse their ongoing student data to ensure they are providing targeted learning opportunities for all students in their classroom to allow them to reach and maximise their opportunities to increase their learning growth.	<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
Education Support staff will assist identified students and support them to access the curriculum and learning activities that have been planned for by the class teacher. Education Support staff will	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

liaises with class teachers to ensure they are aware of the students learning needs - they will also feedback what the students have learnt to further inform the class teacher.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met in reading.			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. A whole year overview will be provided to staff on day one of the 2019 school year - scope and sequence for learning</li> <li>2. Teachers will be provided with PL to ensure they know the curriculum</li> <li>3. Learning walks will be completed to ensure consistency is visible across the school</li> <li>4. Data and evidence of student work will drive conversations around student learning</li> <li>5. All classrooms will have classroom libraries</li> </ol>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>~ provide ongoing support to build staff capacity</li> <li>~ provide evidence based feedback at S.I.T meetings</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>~ plan differentiated learning activities to meet the learning needs of all students in their class</li> <li>~ use student data to inform their teaching practices</li> <li>~ implement the agreed instructional model on a daily basis</li> <li>~ participate in peer observations and learning walks</li> </ul> <p>Education Support Staff will:</p> <ul style="list-style-type: none"> <li>~ support identified students to access their learning</li> <li>~ provide feedback to teachers about the teaching and learning</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>~ know what they are learning and why</li> <li>~ be able to clearly articulate and the 5 questions: <ol style="list-style-type: none"> <li>1. What are you learning and why?</li> <li>2. How are you going?</li> <li>3. How do you know?</li> <li>4. How can you improve?</li> <li>5. Where do you go for help?</li> </ol> </li> <li>~ have Individualised learning goals</li> </ul>			

	Parents will: ~ have knowledge of the way reading is being taught across the school ~ know what their child is working on and why ~ know how to support their child at home			
<b>Success Indicators</b>	The data/evidence that will be used to indicate success will be: ~ Staff Opinion Survey data ~ Learning walks ~ Parent Opinion data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The Principal will schedule and agenda items to be discussed at the School Improvement team meetings to drive student improvement.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
The Leadership Team will meet to discuss the teaching and learning that is occurring across the school and to ensure that it is targeted. They will provide ongoing support to build staff confidence and capacity.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Teachers will plan for and implement a targeted reading hour every day - or for 5 hours total over the school week. Teachers will consistently use data to drive their teaching.</p> <p>Teachers will actively participate in all school and external based PL sessions - they will work with their team members to collaborate and plan targeted teaching activities.</p> <p>Teachers will inform students of their learning goals and what they need to do to achieve them.</p> <p>Teachers will work in partnership with parents to inform them of what their child is working on and how they can support them at home.</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Students will have individual reading goals and will know how to achieve them. They will be able to respond to the following 5 questions when asked:</p> <ol style="list-style-type: none"> <li>1. What are you learning and why?</li> <li>2. How are you going?</li> <li>3. How do you know?</li> <li>4. How can you improve?</li> <li>5. Where do you go for help?</li> </ol>	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used																		
<b>Goal 2</b>	To improve student engagement in all aspects of their learning.																					
<b>12 Month Target 2.1</b>	<p>To increase the levels of student engagement as per the student attitudes to school survey data:</p> <p>Stimulated Learning:</p> <p>My teacher makes the work we do in class interesting:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">2018 Data</td> <td style="width: 50%;">2019 Target</td> </tr> <tr> <td style="text-align: center;">89%</td> <td style="text-align: center;">93%</td> </tr> </table> <p>My teacher makes learning fun:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">2018 Data</td> <td style="width: 50%;">2019 Target</td> </tr> <tr> <td style="text-align: center;">89%</td> <td style="text-align: center;">93%</td> </tr> </table> <p>School Connectedness:</p> <p>I look forward to going to school:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">2018 Data</td> <td style="width: 50%;">2019 Target</td> </tr> <tr> <td style="text-align: center;">78%</td> <td style="text-align: center;">85%</td> </tr> </table> <p>Teacher - Student Relations:</p> <p>My teacher knows if something is bothering me:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">2018 Data</td> <td style="width: 50%;">2019 Target</td> </tr> <tr> <td style="text-align: center;">66%</td> <td style="text-align: center;">75%</td> </tr> </table> <p>I can talk to my teacher if something is worrying me:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">2018 Data</td> <td style="width: 50%;">2019 Target</td> </tr> </table>				2018 Data	2019 Target	89%	93%	2018 Data	2019 Target	89%	93%	2018 Data	2019 Target	78%	85%	2018 Data	2019 Target	66%	75%	2018 Data	2019 Target
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	74%	85%
<b>KIS 1</b> Empowering students and building school pride	To enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Use 'amplify' to promote and increase active student engagement</li> <li>2. Actively involve students in their learning - ensuring that students know what they are learning and why</li> <li>3. Provide ongoing opportunities to highlight and showcase students work to families and the school community</li> <li>4. Provide opportunities for families to be involved with their child's learning outside of the school</li> <li>5. Provide opportunities for staff to build their knowledge and capacity to use student feedback to support the implementation of targeted teaching and learning</li> </ol>	
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>~ know what they are learning and why</li> <li>~ actively engage in all learning activities</li> <li>~ have increased opportunities to have input into what they are learning - how they approach learning tasks</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>~ build their capacity and understanding of the 'Amplify' document</li> <li>~ increase student engagement which will be reflected in the Student Attitudes data</li> <li>~ increase communication with parents so they know what their child is learning</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>~ engage in the learning opportunities that involve their children - support them at home</li> <li>~ approach their child's teacher if they have any questions or concerns</li> <li>~ 'tune' in to Facebook 'live' to see what their child is working on</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>~ discuss home/school partnerships as part of the School Improvement Team and identify how we best support the true home/school partnership</li> </ul>	
<b>Success Indicators</b>	<p>The data/evidence that will be used to indicate success will be:</p> <ul style="list-style-type: none"> <li>~ Student Attitudes data</li> <li>~ Parent Opinion data</li> </ul>	

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Teachers will know their students and how they learn - they will involve them in goal setting linked to their learning needs. They will participate in school based PL around 'Amplify' to build their knowledge and capacity. Teachers will continue to check in with students and contact parents as needed. Teacher will inform families at the start of each term to inform them of the topics their children will be learning about. The Principal will monitor and ensure this occurs. Teachers will report any student concerns to the Assistant Principal.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>The Assistant Principal will liaise with the School Chaplain and SSS team to ensure all student engagement/wellbeing concerns are being addresses and strategies to support students are put in place. Teachers are to keep the AP and Chaplain informed about any concerns regarding student wellbeing.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Across the school teams will work to have a 'showcase' of student work each semester as part of their team. To involve parents in what their children are learning to further strengthen the home/school connections.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Improve student wellbeing across the school.			
<b>12 Month Target 3.1</b>	To increase the levels of student wellbeing as per the student attitudes to school survey data:  Student safety:  Managing Bullying:			

	<p>2018 Data                      2019 Target 85%                                      90%</p> <p>Social Engagement:</p> <p>School Connectedness - sense of belonging: 2018 Data                      2019 Target 87%                                      90%</p> <p>Sense of Inclusion: 2018 Data                      2019 Target 88%                                      92%</p>
<b>KIS 1</b> Empowering students and building school pride	To embed student voice and agency in student learning.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. To provide all staff with the updated student and wellbeing policy and ensure it is adhered to.</li> <li>2. Continue to provide support for staff in implementing opportunities for their students reflect on their learning and discuss how they are going and be able to explain their reasoning.</li> <li>3. Provide opportunities to keep staff informed and up to date of any changes regarding individual students.</li> <li>4. Continue to build staff awareness of how they can continue monitoring student learning and progress throughout the school day.</li> </ol>
<b>Outcomes</b>	<p>The teachers will:</p> <ul style="list-style-type: none"> <li>~ provide opportunities throughout the school day for students to articulate their thinking</li> <li>~ provide an engaging learning environment to support student learning - ensure that students have access to resources and materials to support them with their learning</li> <li>~ ensure they adhere to the school's students and wellbeing policy - are confident in being able to implement this</li> <li>~ keep conversations 'alive' with the AP and Chaplain to ensure all relevant information is being shared and passed on</li> </ul> <p>The students will:</p> <ul style="list-style-type: none"> <li>~ be able to clearly articulate what they are learning and why</li> <li>~ will be able to clearly articulate how they are going with their learning and what they need to do to reach their learning goals</li> </ul>

	<p>The leaders will:</p> <ul style="list-style-type: none"> <li>~ develop resources and share information with parents to ensure consistency across home/school</li> <li>~ ensure that resources are targeted to support the work that is being done - that staff are supported</li> <li>~ ensure students with leadership roles have support and forums to share their ideas</li> </ul>			
<b>Success Indicators</b>	<p>The data/evidence that will be used to indicate success will be:</p> <ul style="list-style-type: none"> <li>~ Student Attitudes data</li> <li>~ Learning walk observations - student feedback - students being able to answer the 5 questions:             <ol style="list-style-type: none"> <li>1. What are you learning and why?</li> <li>2. How are you going?</li> <li>3. How do you know?</li> <li>4. How can you improve?</li> <li>5. Where do you go for help?</li> </ol> </li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teachers will provide ongoing opportunities for students throughout the school day to allow students to reflect on their learning and to share their learning with their peers. They will use strategies as shared by Professor Peter Sullivan to support this.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
JSC members will meet twice each term. The Year 6 Student Leadership group will meet with Mrs Watts to build their confidence and ability to run student led activities. The Principal will meet with each leadership group to seek feedback on what is going well, what we can improve and what we can do to make the changes happen.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	To develop a learning community that builds positive relationships which strengthen connections and develop the character of the staff and the child.			

<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Establish positive relationships with all students</li> <li>2. Establish classroom routines and expectations - linked to the school's values and high expectations</li> <li>3. Link social and emotional wellbeing activities to the school's values</li> <li>4. Clearly articulate the role of the Assistant Principal to all staff</li> </ol>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>~ Model positive relationships - ways of working with others - in and out of the classroom at all time</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>~ Work with their class to establish expected routines and ways of working</li> <li>~ Plan for and implement activities to support student engagement and wellbeing</li> <li>~ Keep the AP up to date and informed of any issues regarding students</li> <li>~ Treat each other with respect and adhere to the school and Department's set of values</li> <li>~ Work with their team members and staff from other teams to share their knowledge and support the capacity building of their colleagues</li> <li>~ Approach what they do with a positive mindset</li> </ul>			
<b>Success Indicators</b>	<p>The data/evidence that will be used to indicate success will be:</p> <ul style="list-style-type: none"> <li>~ Student Attitudes data</li> <li>~ Student learning data</li> <li>~ Staff Opinion Survey data</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All staff will establish clear routines and ways of working from day one of the school year. All classrooms will have the school values on display and refer to these as needed. Teachers will go through the Student Engagement and wellbeing policy with their class to ensure they are aware of what is expected - the teachers to also discuss what this means and what it 'looks like' for the students.	<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
The school will continue to have a Chaplain who works two days each week to support the AP, staff and students in a proactive way. The Chaplain will provide opportunities for students to build their	<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
Wellbeing programs will be implemented to support staff and students as needed. The Assistant Principal will coordinate this with key stakeholders.	<input checked="" type="checkbox"/> Allied Health <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
<b>Goal 4</b>	Optimise leadership structures across the school.			
<b>12 Month Target 4.1</b>	To increase the levels of staff collaboration and staff trust. Also to increase cultural leadership  Staff Collaboration: 2018 Data                      2019 Target 52.32%                              70%  Staff trust: 2018 Data                      2019 Target 16.7%                              60%  Cultural Leadership: 2018 Data                      2019 Target 49.44%                              60%			
<b>KIS 1</b> Building leadership teams	To build professional learning teams that collaborate and have collective responsibility for the learning of all students.			
<b>Actions</b>	1. 3 Teams will be established: ~ Curriculum Planning ~ Data/Assessment & Moderation ~ Home/School Learning Partnerships...teachers from across different teams within the school will make up these teams 2. Teams will have a standard agenda to base their discussions around			

	<p>3. Discussions will be evidence based</p> <p>4. Data/Assessments/Work samples will be used to further target discussions</p> <p>5. Teachers will participate in peer observations as part of their PP days</p>			
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>~ have an increased knowledge and understanding of what is occurring in classrooms across the school</li> <li>~ know how students learn</li> <li>~ be able to target their questioning to students to determine what they are learning and how they are going</li> <li>~ be comfortable to have colleagues visiting their classrooms</li> <li>~ be confident to ask clarifying/probing questions of their colleagues</li> </ul>			
<b>Success Indicators</b>	<p>The data/evidence that will be used to indicate success will be:</p> <ul style="list-style-type: none"> <li>~ Staff Opinion Survey data</li> <li>~ Staff collaborations</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The Principal after consultation with staff will establish the teams that the teachers will become a member of. The Principal will ensure teams have time to meet and discuss student learning. The Principal will share and distribute roles and responsibilities and ensure all staff members know the roles and what the expectations are.	<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
The School Improvement Team will identify the needs of the teams and identify the agenda items for targeted discussions - based on and linked to the AIP and evidence/data.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers will actively engage in discussions in their teams and be confident to be an active participant. Teachers will use data, assessments and evidence to support their conversations.	<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

Teachers will treat each other with respect - will respect each other's opinions.				
<b>KIS 2</b> Instructional and shared leadership	To create a whole school culture of accountability and feedback.			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Staff will be accountable for the learning growth for their students</li> <li>2. Staff will identify students at risk of not making required learning growth at the half way mark of each term and at the end of each term</li> <li>3. Discussions at PDP meetings will be targeted and questions given to staff prior to think about and respond to, to keep the process focussed</li> <li>4. Protocols will be re-established, agreed upon and referred to at the beginning of each meeting /PL session</li> </ol>			
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>~ be confident to challenge each other - to ask questions linked to sample pieces of work, what they have seen through peer observations</li> <li>~ be confident to read and interpret data sets</li> <li>~ implement a curriculum that is planned and targeted and meets the learning needs of all students</li> <li>~ use data and evidence to inform their conversations</li> <li>~ open their classrooms to their colleagues and School Improvement Team</li> </ul>			
<b>Success Indicators</b>	<p>The data/evidence that will be used to indicate success will be:</p> <ul style="list-style-type: none"> <li>~ Staff Opinion Survey data</li> <li>~ Staff will actively participate in PL discussions</li> <li>~ Feedback/comments in 1:1 PDP discussions</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The School Improvement Team will meet fortnightly to discuss curriculum planning, data/assessment/moderation and what impact it is having in the teaching and learning that is occurring in classroom. They will use this to identify the next piece of work that is needed and to identify the PL for staff	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used



<p>All staff will have PDP's that are linked to the AIP and the school's strategic direction. Teachers will discuss their goals and how they are tracking towards meeting these once each term with the Principal. Key questions will be provided for teachers prior to PDP discussions to direct their thinking and reflections.</p>	<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
<p>The Principal will lead by example and establish the tone for the school - making it clear of the expectations and outcomes. The staff will be provided with reflection questions to think about. Learning Walks will be conducted on a daily basis, working to evidence the impact of the teaching on student learning. The 5 key questions will become a part of the Learning walks:</p> <ol style="list-style-type: none"> <li>1. What are you learning and why?</li> <li>2. How are you going?</li> <li>3. How do you know?</li> <li>4. How can you improve?</li> <li>5. Where do you go for help?</li> </ol>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>All staff will participate in professional learning with Stewart Kreltzhaim at the start of the 2019 school year. Stewart will speak about working together and building trust in one another to 'walk the line.'</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" 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	\$23,000.00	\$23,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$23,000.00</b>	<b>\$23,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Will drive the professional learning across the school. Will liaise with the Principal and the School Improvement Team to ensure that professional learning is targeted - to ensure the Reader's Workshop is being implemented. All classrooms will have libraries to support student reading. The Literacy Leader will inform families of the strategies used to support students in reading - this will be done through the newsletter and through information sessions.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Education Support staff will assist identified students and support them to access the curriculum and learning activities that have been planned for by the class teacher. Education Support staff will liaises with class teachers to ensure they are aware of the students learning needs - they will also feedback what the students have learnt to further inform the class teacher.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00

<p>Teachers will plan for and implement a targeted reading hour every day - or for 5 hours total over the school week. Teachers will consistently use data to drive their teaching.</p> <p>Teachers will actively participate in all school and external based PL sessions - they will work with their team members to collaborate and plan targeted teaching activities.</p> <p>Teachers will inform students of their learning goals and what they need to do to achieve them.</p> <p>Teachers will work in partnership with parents to inform them of what their child is working on and how they can support them at home.</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
<p>Teachers will provide ongoing opportunities for students throughout the school day to allow students to reflect on their learning and to share their learning with their peers. They will use strategies as shared by Professor Peter Sullivan to support this.</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
<b>Totals</b>			\$23,000.00	\$23,000.00

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The Principal will work with the School Improvement Team and the Literacy Leader to ensure that the PL offered to staff is linked to the reader's Workshop and meets the needs of all teachers - to ensure the Literacy Strategy is being implemented in ALL classrooms across the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DE&T Publications	<input checked="" type="checkbox"/> On-site
Will drive the professional learning across the school. Will liaise with the Principal and the School Improvement Team to ensure that professional learning is targeted - to ensure the Reader's Workshop is being implemented. All classrooms will have libraries to support student reading. The Literacy Leader will inform families of the strategies used to support students in reading - this will be done through the newsletter and through information sessions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> 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"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Teachers will actively engage in professional learning and implement this in the classroom. They will conduct Learning Walks in their colleague's classes to observe best practice. Teachers will analyse their ongoing student data to ensure they are providing targeted learning opportunities for all students in their classroom to allow them to reach and maximise their opportunities to increase their learning growth.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Teachers will plan for and implement a targeted reading hour every day - or for 5 hours total over the school week. Teachers will consistently use data to drive their teaching. Teachers will actively participate in all school and external based PL sessions - they will work with their team members to collaborate and plan targeted teaching activities. Teachers will inform students of their learning goals and what they need to do to achieve them. Teachers will work in partnership with parents to</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

inform them of what their child is working on and how they can support them at home.						
Students will have individual reading goals and will know how to achieve them. They will be able to respond to the following 5 questions when asked: 1. What are you learning and why? 2. How are you going? 3. How do you know? 4. How can you improve? 5. Where do you go for help?	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised 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
Teachers will know their students and how they learn - they will involve them in goal setting linked to their learning needs. They will participate in school based PL around 'Amplify' to build their knowledge and capacity. Teachers will continue to check in with students and contact parents as needed. Teacher will inform families at the start of each term to inform them of the topics their children will be learning about. The Principal will monitor and ensure this occurs. Teachers will report	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources DE&T publications	<input checked="" type="checkbox"/> On-site

any student concerns to the Assistant Principal.						
Teachers will provide ongoing opportunities for students throughout the school day to allow students to reflect on their learning and to share their learning with their peers. They will use strategies as shared by Professor Peter Sullivan to support this.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Professor Peter Sullivan	<input checked="" type="checkbox"/> On-site
Teachers will actively engage in discussions in their teams and be confident to be an active participant. Teachers will use data, assessments and evidence to support their conversations. Teachers will treat each other with respect - will respect each other's opinions.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
All staff will participate in professional learning with Stewart Kreltszheim at the start of the 2019 school year. Stewart will speak about working together and building trust in one another to 'walk the line.'	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Stewart Kreltszheim	<input checked="" type="checkbox"/> On-site