

2020 Annual Implementation Plan

for improving student outcomes

Grahamvale Primary School (3696)



Submitted for review by Simone Higgins (School Principal) on 13 January, 2020 at 02:33 PM
Endorsed by Marian Lawless (Senior Education Improvement Leader) on 29 January, 2020 at 09:42 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	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	Excelling
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments	<p>The review at the start of the year set a clear direction for the school. The school has had a heavy focus on Reading and the implementation of the Reader's Workshop. Over the year this has been embedded in teacher practice and has been the main focus for Learning Walks. As a school we also now have our set of GPS beliefs - further supporting the alignment of the Reader's Workshop. 2020 will see us extending to a stronger model in writing.</p> <p>Members of the S.I.T. have participated in the Middle Years C.O.P. that has been formed and this too will continue to develop and strengthen in the 2020 school year, as it is further supported by the Principals.</p> <p>There has been a strong focus on student voice and this too has been a focus of Learning Walks. Across the school we have adopted the Lyn Sharratt model of the 5 key questions - these are used to ascertain student learning and understanding - across the school there is still work to be done however students are getting 'stronger' at being able to clearly articulate what they are learning and why.</p> <p>Across the school there is now clear documentation of the planning cycle, what planning looks like, key instructional models and the '5 week' focus for each term - the emphasis has been on rigour leading to impact, and this will continue into 2020.</p>
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	<p>The big change for staff at GPS this year has been the inclusion of the 5 week planning cycle and giving teams the opportunity to collaborate and plan for a 5 week cycle. Planning has also been incorporated into after school PL sessions as a follow up to feedback to further strengthen collaborations - although disappointingly, this was not reflected in the Staff Opinion Data.</p> <p>The appointment of the Learning Specialist has helped to build the capacity of Graduate teachers and this has been evident in Learning Walks. Although there still isn't 100% consistency across all classrooms there is evidence of strengthened teaching and learning across all rooms.</p>
<p>Considerations for 2020</p>	<p>In 2020 we will be participating in a School Improvement Partnership with Bouchier Street Primary School. The focus will be around Student Agency and ensuring that we are working towards targeted student learning goals that are linked with the students point of need and to ensure that the students know what they are learning and why. There has been a strong focus on student voice and this too has been a focus of Learning Walks across the school this year. Across the school we have adopted the Lyn Sharratt model of the 5 key questions - these are used to ascertain student learning and understanding - across the school there is still work to be done however students are getting 'stronger' at being able to clearly articulate what they are learning and why.</p> <p>There has been variances in the take up of Learning walks this year however we are looking to strengthen and further build on this as we move forward.</p> <p>Teams will also be participating in the Professional Learning Community initiative - participating in the professional learning and using this to lead PLC's across the school. The PLC leaders will also form the S.I.T. to support the Principal Team to lead and drive the school improvement agenda.</p> <p>As result of this work and the work that has been done since the school's review at the start of the 2019 school year and the processes, practices and instructional models that are now in place, the school is now situated in a really good position to continue its school improvement agenda.</p> <p>The role of the Assistant Principal is changing for the 2020 school year and this is becoming more curriculum based and the AP will be seen more of an Instructional Leader.</p> <p>As a school we need to ensure that the work we do continues to be timely and targeted, aligns with the school's strategic direction and priority areas with at the same time adhering the DE&T vision for every student across the school.</p>
<p>Documents that support this plan</p>	<p>DEandT Vision.docx (0.02 MB) GPS Planning Cycle.docx (0.19 MB) Numeracy Instructional Model.docx (0.08 MB) Planning Practices.docx (0.04 MB) Reader's Workshop Instructional Model.docx (0.07 MB)</p>

	Teaching and Learning Action Plan T4 Weeks 1-5.docx (0.08 MB) Writer's Workshop Instructional Model.docx (0.1 MB)
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SSP Goals Targets and KIS

Goal 1	Improve literacy and numeracy learning growth and outcomes for all students.
Target 1.1	<p>By 2022 increase the percentage of students achieving relative high growth on NAPLAN from Years 3 to 5 to at least 30%:</p> <ul style="list-style-type: none"> ● Reading from 13% (2018) to 30% (Nb. High growth in 2017 was 21%) ● Writing from 23% (2018) to 30% ● Numeracy from 23% (2018) to 30%
Target 1.2	<p>By 2022 decrease the percentage of students achieving relative low growth on NAPLAN to 20% or lower:</p> <ul style="list-style-type: none"> ● Year 3 -5 <ul style="list-style-type: none"> ○ Reading from 38% (2018) to 20% ○ Writing from 30% (2018) to 20% ○ Numeracy from 25% (2018) to 20% ● Year 5-7 <ul style="list-style-type: none"> ○ Reading from 28% (2018) to 20% ○ Writing from 39% (2018) to 20% ○ Numeracy from 47% (2018) to 20%
Target 1.3	<p>By 2022 increase the percentage of students achieving outcomes in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> ● 1.3.1 Year 3 <ul style="list-style-type: none"> ○ Reading from 62% (2018) to 70% ○ Writing from 46% (2018) to 50%

- Numeracy from 44% (2018) to 50%
- 1.3.2 Year 5
- Reading from 31% (2018) to 48% (Nb 2017 was 44%)
- Writing from 6% (2018) to 20%
- Numeracy from 33% to 40%

Target 1.4

By 2022 increase the percentage of students achieving above expected at each year level for reading and viewing to 50% or greater, writing to 40% or greater and number and algebra to 40% or greater.

Benchmarks in 2018:
Reading and viewing

	Benchmark 2018	Target 2022
Foundation	35%	50%
Year 1	22%	
Year 2	30%	
Year 3	25%	
Year 4	43%	
Year 5	11%	
Year 6	23%	

Number and algebra

	Benchmark 2018	Target 2022
Foundation	30%	40%
Year 1	22%	
Year 2	36%	
Year 3	25%	
Year 4	45%	
Year 5	34%	
Year 6	33%	

Writing

	Benchmark 2018	Target 2022
Foundation	35%	50%
Year 1	22%	
Year 2	30%	
Year 3	25%	
Year 4	43%	
Year 5	11%	
Year 6	23%	

Key Improvement Strategy 1.a Building practice excellence	Build collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.
Key Improvement Strategy 1.b Curriculum planning and assessment	Implement and embed the Department's literacy and numeracy strategies within an agreed curriculum plan
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capability to collect data, analyse and evaluate student learning growth over time.
Key Improvement Strategy 1.d Evaluating impact on learning	Deepen teacher and leaders' knowledge and practice excellence through targeted professional learning and feedback cycles.
Goal 2	Empower students to be confident, self-regulated learners actively engaged in their learning and community.
Target 2.1	By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks to 92% <ul style="list-style-type: none"> • Student voice and agency from 80% to 90% • Self-regulation and goal setting from 90% to 92% • Motivation and interest from 89% to 92%
Target 2.2	By 2022 improve the percentage of positive responses on the School Staff Survey (School Climate module) from the 2018 benchmarks to 85% <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 57% (2018) to 85% • Collective responsibility from 64% (2018) to 85%

Target 2.3	By 2022 reduce the average days absent per student F-6 from 14.7 days to 12.00 days or less.
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher capability to enable co-designed opportunities for students to exercise authentic agency in their own learning.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect to real life contexts.
Key Improvement Strategy 2.c Empowering students and building school pride	Build and enhance practices to empower students as leaders.
Goal 3	Build high expectations for students in an inclusive school community.
Target 3.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Sense of inclusion from 88% (2018) to 92% • Respect for diversity from 84% (2018) to 92% • Teacher concern from 75% (2018) to 92% • High expectations for success from 95% (2018) to 96%
Target 3.2	<p>By 2022 improve the percentage of positive responses on the School Staff Survey (School Climate module) from the 2018 benchmarks to 80%</p> <ul style="list-style-type: none"> • Teacher collaboration from 33% (2018) to 80% • Staff trust in colleagues 17%(2018) to 80%

Target 3.3	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey from the 2018 benchmarks to 90% or greater.</p> <ul style="list-style-type: none"> • Teacher communication from 80% (2018) to 90% • Parent participation and involvement from 87% (2018) to 90% • Respect for diversity from 89% (2018) to 90% • High expectations for success from 90% (2018) to greater than 90%
Key Improvement Strategy 3.a Vision, values and culture	Develop and embed the school's vision and values across the school community.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build high expectations for learning and teaching in partnership with parents/carers.

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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12 Month Target 1.1	2020 Targets for Years 3-5 Relative HIGH Growth – NAPLAN data		
	2019 Data	2020 Target	
Reading	21%	25%	
Writing	21%	25%	
Numeracy	5%	15%	
12 Month Target 1.2	2020 Targets for Years 3-5 Relative LOW Growth – NAPLAN data		
	2019 Data	2020 Target	
Reading	25%	21%	
Writing	23%	20%	
Numeracy	39%	25%	
	2020 Targets for Years 5-7 Relative LOW Growth – NAPLAN data		
	2019 Data	2020 Target	
Reading	18%	15%	
Writing	21%	18%	
Numeracy	40%	20%	
12 Month Target 1.3	2020 Targets for Year 3 Students in the Top 2 bands – NAPLAN data		
	2019 Data	2020 Target	
Reading	51%	59%	
Writing	57%	60%	
Numeracy	40%	50%	
	2020 Targets for Year 5 Students in the Top 2 bands – NAPLAN data		
	2019 Data	2020 Target	
Reading	41%	45%	
Writing	17%	20%	
Numeracy	30%	35%	

12 Month Target 1.4

Benchmark Targets for 2020: (Above expected level)

Reading & Viewing:

Foundation: 50%

Year 1: 50%

Year 2: 50%

Year 3: 35%

Year 4: 35%

Year 5: 35%

Year 6: 35%

Benchmark Targets for 2020: (Above expected level)

Number & Algebra:

Foundation: 40%

Year 1: 40%

Year 2: 30%

Year 3: 30%

Year 4: 30%

Year 5: 30%

Year 6: 30%

Benchmark Targets for 2020: (Above expected level)

Writing:

Foundation: 40%

Year 1: 40%

Year 2: 35%

Year 3: 35%

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Year 5: 30%

Year 6: 30%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.	Yes
KIS 2 Curriculum planning and assessment	Implement and embed the Department's literacy and numeracy strategies within an agreed curriculum plan	No
KIS 3 Evidence-based high-impact teaching strategies	Build teacher capability to collect data, analyse and evaluate student learning growth over time.	No
KIS 4 Evaluating impact on learning	Deepen teacher and leaders' knowledge and practice excellence through targeted professional learning and feedback cycles.	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>The above KIS have been selected as they are in line with the school's strategic direction after the school underwent the review process at the commencement of the 2019 school year. As a result of the review key processes and practices are now in place however they have not been fully embedded in all classrooms by all classroom teachers. The focus of 2020 will continue to support and embed these practices.</p> <p>Grahamvale Primary School will be participating in the 'School Improvement Partnership' in 2020, where we will be partnering with Bouchier Street Primary School who will be the 'lead' school.</p> <p>We are also going to be entering into the initiative of Professional Learning Communities (PLC's) and the KIS are all linked to the focus of this work. The work of the PLC Leaders will build and strengthen teacher capacity, their levels of 'true' collaborations and their ability to read and interpret data to inform targeted teaching and learning practices.</p> <p>Teachers will be working together to read and interpret data, to challenge each other and to deliver targeted teaching and learning opportunities - learning that is linked to the point of need.</p> <p>The KIS do not sit 'alone' and link with the priority areas for 2020. They also form the work that will continue to be done through the Community of Practice - both the Principal and Middle Leaders models.</p>	

Goal 2	Empower students to be confident, self-regulated learners actively engaged in their learning and community.																								
12 Month Target 2.1	<p>2020 Targets for Attitudes to School Survey Factors: (Overall % scores for students from Years 4-6)</p> <table border="1"> <thead> <tr> <th></th> <th>2019 Data</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>Student Voice and Agency:</td> <td>66%</td> <td>80%</td> </tr> <tr> <td>Self-Regulation and Goal Setting:</td> <td>83%</td> <td>88%</td> </tr> <tr> <td>Motivation & Interest:</td> <td>76%</td> <td>85%</td> </tr> </tbody> </table>		2019 Data	2020 Target	Student Voice and Agency:	66%	80%	Self-Regulation and Goal Setting:	83%	88%	Motivation & Interest:	76%	85%												
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher capability to enable co-designed opportunities for students to exercise authentic agency in their own learning.	Yes
KIS 2 Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect to real life contexts.	No
KIS 3 Empowering students and building school pride	Build and enhance practices to empower students as leaders.	No
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>Grahamvale Primary School will be participating in the 'School Improvement Partnership' in 2020, where we will be partnering with Bourchier Street Primary School who will be the 'lead' school. One of the key focus areas for this partnership will be around Student Agency. The work will be around teachers knowing the students targeted point of need through the use of data and sharing this with the students. As a school we have been working on the Lyn Sharratt model around the 5 key questions and specifically around the area of students knowing what they are learning and why? Across the school there are some good examples and evidence of this occurring however the focus of the partnership and through the work with the PLC initiative, we will be able to build on this.</p> <p>This area also sits in line with the school's strategic direction as a follow on and outcomes from the school review that was undertaken at the start of the 2019 school year.</p> <p>Attitudes data around student voice and agency was down for the 2019 year and it is a target in our Strategic Plan - in the specific three areas of: Student Voice and Agency, Self-Regulation and Goal Setting and Motivation and Interest. All areas that are linked to the work that we will be involved in with the S.I.P.'s and the PLC's.</p>	

Define Actions, Outcomes and Activities

Goal 1	Improve literacy and numeracy learning growth and outcomes for all students.																								
12 Month Target 1.1	<p>2020 Targets for Years 3-5 Relative HIGH Growth – NAPLAN data</p> <table> <thead> <tr> <th></th> <th>2019 Data</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>5%</td> <td>15%</td> </tr> </tbody> </table>		2019 Data	2020 Target	Reading	21%	25%	Writing	21%	25%	Numeracy	5%	15%												
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Numeracy	30%	35%																							

12 Month Target 1.4

Benchmark Targets for 2020: (Above expected level)

Reading & Viewing:

Foundation: 50%

Year 1: 50%

Year 2: 50%

Year 3: 35%

Year 4: 35%

Year 5: 35%

Year 6: 35%

Benchmark Targets for 2020: (Above expected level)

Number & Algebra:

Foundation: 40%

Year 1: 40%

Year 2: 30%

Year 3: 30%

Year 4: 30%

Year 5: 30%

Year 6: 30%

Benchmark Targets for 2020: (Above expected level)

Writing:

Foundation: 40%

Year 1: 40%

Year 2: 35%

Year 3: 35%

Year 4: 30%

Year 5: 30%

Year 6: 30%

KIS 1 Building practice excellence	Build collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.
Actions	Develop teacher knowledge and capacity through active participation in PLC's. Develop staff understanding of how to analyse and use student data to plan for differentiated learning tasks. Implement with consistency the agreed instructional teaching models for reading, writing and numeracy that integrate the high impact teaching strategies. Implement meeting goals and protocols and use these to reflect and provide feedback on teacher collaborations.
Outcomes	<p>Students will:</p> <p>Be able to talk about the learning in their own words:</p> <ul style="list-style-type: none"> • What they are learning • Where they can go for help • How they are going and how they know <p>Refer to and explain their worked examples and link this to what they are learning linked to the LI and SC. Engage in substantive talk as part of the mini lesson and throughout the lesson in pairs/small groups. Recall and explain the goal they are working on and how they are going with it. Articulate their thinking in their Reader's and Writer's Notebooks (as appropriate to what they are using)</p> <p>Teachers will:</p> <p>Use data to accurately identify student learning needs and goals Implement evidence based high impact teaching strategies, including use of Learning Intentions and Success Criteria Use formative assessment to inform their teaching practice Use data [including data walls] to support Case Management and PLC Inquiry Cycles Collaborate with their colleagues from Bourchier Street P.S. as part of the S.I.P.'s Use the H.I.T.'s when planning for and implementing the agreed instructional models</p> <p>Leaders will:</p> <p>Lead school improvement in literacy, numeracy and engagement (attendance) - through the implementation of agreed instructional models Ensure teachers have access to student data and build time & capability to use it effectively Actively learn with their staff, being present and participating Demonstrate the transfer of learning gained from Network Days into their own school context Conduct learning Walks and talks to ensure coherence across the school - to provide feedback as necessary</p>

Success Indicators	Student assessment data NAPLAN data Observations from focussed Learning Walks - reflection and feedback forms - observations and feedback from students School based planning documents - using the agreed templates and proformas Staff Opinion Data Attitudes to School Data C.O.P. - minutes, notes, observations PLC's			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish an effective SIT to monitor the AIP and ensure leaders are accountable for their areas of responsibility.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Enhance the knowledge and understanding of school leaders in the use of data to inform school improvement and evaluate impact on learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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
Implement collaborative practices, including learning walks/observations, to monitor and evaluate high impact teaching strategies Build a professional culture in which leaders/teachers challenge and support each other to improve practice that results in improved student outcomes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Build the capacity of Middle Leaders to lead and drive improvement across their base school and SIP's partner school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Deepen teacher and leaders' knowledge and practice excellence through targeted professional learning and feedback cycles.			
Actions	Participate in the PLC training - train leaders to lead the initiative across the school. Review the PL calendar to include PLC's - identify common areas for staff professional learning. Analyse whole school data to determine a common problem of practice. Implement meeting goals and protocols and use these to reflect and provide feedback on teacher collaborations.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Improve their literacy/numeracy knowledge and skills as measured by school based assessments and NAPLAN - Monitor their own learning progress and set learning goals for further improvement - Articulate what they are learning and why, how they are going, where they go for help and what the next steps are in their learning - Improve their attendance at school, to engage in learning opportunities <p>Teachers will:</p> <ul style="list-style-type: none"> - Use data to accurately identify student learning needs and goals - Implement evidence based high impact teaching strategies, including use of Learning Intentions and Success Criteria - Use formative assessment to inform their teaching practice - Use data [including data walls] to support Case Management and PLC Inquiry Cycles - Participate in Learning Walks across the school and partner school (S.I.P.'s) <p>Leaders will:</p> <ul style="list-style-type: none"> - Lead school improvement in literacy, numeracy and engagement through targeted PLC's and as part of the S.I.P.'s - Ensure teachers have access to student data and build time & capability to use it effectively - Actively learn with their staff, being present and participating - Demonstrate the transfer of learning gained from Network Days into their own school context - Learning Walks and Talks to support school improvement work - Participate in a Community of Practice 			

Success Indicators	Student assessment data NAPLAN data Observations from focussed Learning Walks - reflection and feedback forms - observations and feedback from students School based planning documents - using the agreed templates and proformas Staff Opinion Data Attitudes to School Data C.O.P. - minutes, notes, observations PLC's			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish an effective SIT to monitor the AIP and ensure leaders are accountable for their areas of responsibility. Continue to embed the agreed school based planning cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Enhance the knowledge and understanding of school leaders in the use of data to inform school improvement and evaluate impact on learning.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement collaborative practices, including learning walks/observations, to monitor and evaluate high impact teaching strategies.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <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

Build a professional culture in which leaders/teachers challenge and support each other to improve practice that results in improved student outcomes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,153.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership Teams to design a whole staff (both schools) Professional Learning on Student Agency and Learning Walks, this would provide a great opportunity for building relationships between staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide targeted professional learning for all staff around PLC's - provide opportunities for Middle Leaders to continue to participate in C.O.P.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning for middle leaders - build this into school PL to upskill all staff to build coherence.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create schedule for Learning Walks and progress reviews. Participate in S.I.P.'s All teaching staff to have a P&D goal around PLC's.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Empower students to be confident, self-regulated learners actively engaged in their learning and community.		
12 Month Target 2.1	2020 Targets for Attitudes to School Survey Factors: (Overall % scores for students from Years 4-6)		
		2019 Data	2020 Target
	Student Voice and Agency:	66%	80%
	Self-Regulation and Goal Setting:	83%	88%
	Motivation & Interest:	76%	85%
12 Month Target 2.2	2020 Targets for Staff Opinion Survey Factors:		
		2019 Data	2020 Target
	Guaranteed & Viable Curriculum:	62%	75%
	Collective Responsibility:	75%	85%
12 Month Target 2.3	2020 Targets for the 'average' days absent for students in Years F-6:		
		2018 Data	2020 Target
	Foundation:	13.4	12
	Year 1:	14.6	12
	Year 2:	13.1	12
	Year 3:	16.3	12
	Year 4:	17.5	12
	Year 5:	13.7	12
	Year 6:	14.7	12

<p>KIS 1 Empowering students and building school pride</p>	<p>Build teacher capability to enable co-designed opportunities for students to exercise authentic agency in their own learning.</p>
<p>Actions</p>	<p>Teachers will actively support students to discuss their learning and support them to develop relevant and achievable goals. Develop a whole school approach to sharing student learning with families to build strong home/school links. Review and refine the curriculum plan to identify and implement authentic opportunities for students to genuinely co-design their learning.</p>
<p>Outcomes</p>	<p>Grahamvale Primary School will partner with Bouchier Street Primary School as part of the School Improvement partnership Initiative - the focus is around Student Agency and students being able to clearly articulate what they are learning and why - using the Lyn Sharratt model.</p> <p>Students will: Be able to talk about the learning in their own words:</p> <ul style="list-style-type: none"> • What they are learning • Where they can go for help • How they are going and how they know <p>Refer to and explain their worked examples and link this to what they are learning linked to the LI and SC. Engage in substantive talk as part of the mini lesson and throughout the lesson in pairs/small groups. Recall and explain the goal they are working on and how they are going with it. Articulate their thinking in their Reader's and Writer's Notebooks (as appropriate to what they are using) Share their learning through the Seesaw App</p> <p>Teachers will: Plan for and implement the agreed Instructional Models on a daily basis. Have an increased understanding of the instructional strategies to be implemented to support learning growth. Refer multiple times to the LI and SC during the lessons (and ensure these are clearly displayed). Utilise anchor charts/worked examples and have them displayed. Scaffold discussions in the mini lesson and throughout the lesson as appropriate. Conference with the students and make annotated notes on what is heard and observed in reading and writing lessons. Participate in collaborative discussions with their colleagues and team members to improve teaching and learning - through PLC's and S.I.P.'s partnership</p>

	<p>Leaders will: Lead the PLC's and S.I.P.'s across the school Lead school improvement in literacy, numeracy and engagement (attendance) Ensure teachers have access to student data and build time & capability to use it effectively Actively learn with their staff, being present and participating Learning Walks and Talks to support school improvement work Participate in a Community of Practice</p>			
<p>Success Indicators</p>	<p>Student assessment data NAPLAN data Observations from focussed Learning Walks - reflection and feedback forms - observations and feedback from students - at Grahamvale and from BSPS colleagues as part of the S.I.P.'s School based planning documents - using the agreed templates and proformas Staff Opinion Data Attitudes to School Data C.O.P. - minutes, notes, observations PLC's</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Establish an effective partnership with staff from BSPS as part of the S.I.P.'s – provide 'joint' PL for staff to build their knowledge around the program and share expectations and protocols.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>Timetable and provide opportunities for teachers to come together to conduct Learning walks – to seek, gain and provide feedback from base and SIP's partnership school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Provide allocated time for the planning cycle to be implemented and for teams to collaborate to build collective responsibility for student learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Provide opportunities for staff to come together with staff from SIP's school to build collective ownership of student outcomes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$38,153.00	\$38,153.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$38,153.00	\$38,153.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish an effective SIT to monitor the AIP and ensure leaders are accountable for their areas of responsibility.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Establish an effective SIT to monitor the AIP and ensure leaders are accountable for their areas of responsibility. Continue to embed the agreed school based planning cycle	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$12,500.00	\$12,500.00
Build a professional culture in which leaders/teachers challenge and support each other to improve practice that results in improved student outcomes.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$13,153.00	\$13,153.00

Establish an effective partnership with staff from BSPS as part of the S.I.P.'s – provide 'joint' PL for staff to build their knowledge around the program and share expectations and protocols.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Totals			\$38,153.00	\$38,153.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Establish an effective SIT to monitor the AIP and ensure leaders are accountable for their areas of responsibility.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Establish an effective SIT to monitor the AIP and ensure leaders are accountable for their areas of responsibility. Continue to embed the agreed school based planning cycle	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site

Enhance the knowledge and understanding of school leaders in the use of data to inform school improvement and evaluate impact on learning.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement collaborative practices, including learning walks/observations, to monitor and evaluate high impact teaching strategies.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Build a professional culture in which leaders/teachers challenge and support each other to improve practice that results in improved student outcomes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums		
Leadership Teams to design a whole staff (both schools) Professional Learning on Student Agency and Learning Walks, this would provide a great opportunity for building relationships between staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Bourchier Street Primary School - SIP's partner school
Provide targeted professional learning for all staff around PLC's - provide opportunities for Middle Leaders to continue to participate in C.O.P.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide professional learning for middle leaders - build this into school PL to upskill all staff to build coherence.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Create schedule for Learning Walks and progress reviews. Participate in S.I.P.'s All teaching staff to have a P&D goal around PLC's.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Establish an effective partnership with staff from BPS as part of the S.I.P.'s – provide 'joint' PL for staff to build their knowledge around the program and share expectations and protocols.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Provide opportunities for staff to come together with staff from SIP's school to build collective ownership of student outcomes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Bourchier Street Primary School - SIP's partner school
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