2019 Annual Implementation Plan

for improving student outcomes

The Patch Primary School (5173)

Submitted for review by Debra Herrmann (School Principal) on 30 January, 2019 at 03:51 PM
Endorsed by Denise Kotsikas (Senior Education Improvement Leader) on 22 February, 2019 at 05:22 PM
Endorsed by becks wapshott (School Council President) on 29 March, 2019 at 10:17 AM

Self-evaluation Summary - 2019

The Patch Primary School (5173)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis

Excellence in teaching and learning	Building practice excellence	Evolving	Our focus area this year has been to develop a professional learning program that has aligned with the AIP and improved teacher practice in the area of wellbeing, writing and spelling. We have had whole staff PI in data literacy and assessment, THRASS and developed a rubric in writing.
	Building practice excellence	Evolving	Our focus this year has been on developing a systematic professional learning schedule that has supported the goals of our AIP in Writing and Building Leadership capacity. Staff have also utilised Professional learning days to develop their skills in writing and THRASS. Staff are utilizing data to inform their practice and 3 team leaders and the Principal Class team (Principal and Assistant Principal) participated in the Professional Learning Communities Initiative.
	Curriculum planning and assessment	Evolving	Our document whole school curriculum has concluded it first year and is loaded to google docs. 2018 will see our even year being developed and at the conclusion of 2018 we will have 2 year scope and sequence reflecting the curriculum form P-6. Our planning reflects learning intentions, success criteria, the gradual release of responsibility – we need to review our planning to ensure we have a whole school agreement on planning, moderation.

		Curriculum planning and assessment	Evolving	We have made consistent progress in this area and moving into 2019 will commence the embedding of the knowledge and practice gained attending the PLC initiative with the remainder of the staff. Having completed the 2 year cycle 2017 and 2018 and implementing our 2 year cycle will now commence a process of review, modification and build our understanding of utilizing data to inform our practice

		Building leadership teams	Evolving	Building leadership has been a continued focus for the school. We have consolidated our team leaders at the mid-level to drive school improvement in understand the use of student data, the FISO model and our school improvement priorities. The leadership team has developed PL to meet the needs of the AIP and staff. The school has participated in the PLC initiative and in 2019 will utilize the research and knowledge from this to strengthen and further build the leadership capacity of it leaders and drive improvement.
Professional leadership		Building leadership teams	Evolving	Building leadership has been a major focus for the school. We have developed our team leaders at the mid-level to understand the use of student data, the FISO model and our school improvement priorities. The leadership team has developed PL to meet the needs of the AIP and staff to move us continually forward.
		Instructional and shared leadership	Evolving moving towards Embedding	All staff have completed end of cycle PDP. We developed a shared responsibility in leadership where we shared successes and areas for improvement in a collegiate environment with feedback provided by peers and leadership. Staff have enjoyed this process and we look forward to enhancing this area even further in 2018.

	Instructional and shared leadership	Evolving moving towards Embedding	Building from 2017 into 2018 we have refined the PDP approach even further to allow for a concise delivery of how teachers are improving writing throughout the school. We have continued with a shared responsibility from the leadership team in the delivery of PDP allowing for feedback from peers and leadership. End of cycle will allow for this practice to be continued. In 2019 we intend to use our knowledge gained from the PLC initiative to develop refined and targeted improvement area that will improve student data ands well as teacher practice,

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	Student voice is a strength of The Patch PS our next journey is to ensure Student Agency is used to build upon the current structures within the school and to clear articulate and communicate this to all stakeholders .
		Empowering students and building school pride	Evolving moving towards Embedding	We have identified this as an area of importance and have worked towards communicating to our community where students have a voice, developed a range of roles for students. The implementation of our new behaviour management process is agreed by students, parents and staff and has resulted in all voices being heard.
		Setting expectations and promoting inclusion	Evolving moving towards Embedding	Diversity is valued at our school. We have become a respectful relationships school and we are currently implementing these practices throughout the school. Our behaviour management process, becoming an e-smart school has assisted in creating a safe and secure environment for our students. Our data indicates our students feel safe and connected to school.

Health and wellbeing	Embedding moving towards Excelling	In 2018 the school has had a consistent approach to health and physical activity, the use of Sporting grants and reinforced the PE program, the review of the student engagement and wellbeing policy, the setting up of the wellbeing room and the program delivery in partnership with the shire of Yarra Ranges to staff and the community has been well received. All students have continued with their resilience plans and students with attendance and anxiety issues have been placed on individual plans. Our focus in 2019 will be to continue to develop and review our commitment The Berry Street Model, Respectful Relationships Physical Education and Health, and Community wellbeing programs and room. The school will continue to have an approach of unconditional positive regards within the school and its community.

Community engagement in learning			
	Building communities	Embedding	Parents are invited to attend a get to know you interview at the commencement of each year. We also have a social evening and gathering as an information evening, parent teacher interview are held formally in term 2 after the delivery of a midyear report and informally throughout the year. This year we have embarked on developing a room for our parent that has enabled the community to outside agencies to support our families in need this has been supported by a grant form Yarra Ranges and in in 2019 we will continue to provide learning opportunities for our parents by asking speakers to our school with continued emphasis on Anxiety and stress in children as important areas of development
	Building communities	Embedding	Parents are invited to attend a get to know you interview at the commencement of each year. We also have a social evening and gathering as an information evening, parent teacher interview are held formally in term 2 after the delivery of a midyear report and informally throughout the year. We have built strong links with outside agencies to support our families in need and also provide learning opportunities for our parents by asking speakers to our school. The targeted areas were from a survey administered at the start of this year – parent identified Anxiety and stress in children as important areas of development
	Global citizenship	Evolving moving towards Embedding	Our curriculum shows how our students understands the world around us. We have links with the indigenous community and our learning landscapes and environment promotes acceptance, respect and responsibility within and beyond the school. We have had a strong focus on sustainable futures and underpins the learning within the school.

	Networks with schools, services and agencies	Evolving	In 2018 we lost the ability to fund a wellbeing officer, to overcome this we established a Wellbeing coordinator who receive release to establish links for our community beyond our gate, Individual students and families have been identified and have been working with our coordinator to access and be included in the schools programs. Staff wellbeing is of key importance to facilitate a safe inclusive work environment.

Enter your reflective comments	Guiding the school towards better outcomes for all and providing a rich learning environment that is supported by positive relationships has continued as a focus this year. We have reinforced and reviewed our approach and learning program to develop our understanding of curriculum and strategies in engaging students with unconditional positive regard. Our work within this model has developed our understanding in relationships, body, stamina, character and engagement allowing for reengagement of students to be ready to learn and focus. Working with the leadership team, we have created a leadership role that focused on connecting and engaging parents and students, this will continue in 2019 with further consolidation in re-marketing and branding our school. we have continued with student leadership roles, festival committees, wellbeing groups, morning coffee mornings and appointed a new service provider who has a commitment to working and foster links between the school and the Kindergarten. Through decisive action, resolving conflict and mediating to a common ground, we have a community willing to voice their ideas towards a positive gain for all. The refinement of our google drive and documents has allowed for all staff to have a whole school view. All staff access are uploading curriculum and planning documents enabling all staff to share and access documentation and collaborate more effectively across the school. Leadership and Team leaders have been able to track teams progress and allowed for a more focused approach to explicit teaching. The involvement of midlevel leaders and leadership in the PLC initiative has highlighted the need for a focus on explicit teaching across the school and the importance of developing teams of PLC's, tis will be a focus for 2019 to improve student data in the school.

Considerations for «Year1»	Whole-school approach to continued development of leadership development, literacy – writing and spelling, numeracy, development of targeted teaching, team collaboration planning and assessment will
	    Continue to be our focus into 2019 through the development of PLC across the school. This will be achieved by explicitly focussing on a targeted area and determining the are of improvement needed.
	    Consistent implementation of the whole school spelling program and revision of numeracy program
	    A focus on targeted learning to extend students working above expected levels
	    Enhanced data literacy of teachers
	    Review and evaluation of whole school approaches and teaching tools

	Developing self-motivated students with high levels of learning confidence Review of wellbeing processes and procedures in the school
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Build practice excellence to improve student learning outcomes
Target 1.1	**NAPLAN** Increases by the end of the Strategic Plan * BM = Baseline measure

NAPLAN Increases by the end of the Strategic Plan   * BM = Baseline measure

NAPLAN TARGETS – Students in the top two bands		
	Writing	Numeracy
Year 3 2016 BM*	72.9 per cent	46.9 per cent
Year 3 Target	**≥ 80 per cent**	**≥ 60 per cent**
Year 5 2016 BM*	23.6 per cent	35.5 per cent
Year 5 Target	**≥ 50 per cent**	**≥ 50 per cent**

 Victorian Curriculum To ensure consistent learning growth of at least one year in all areas of the curriculum for all students.
 Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning. *In 2017 a new survey will be released and targets can be developed from the 2017 baseline*

DOMAIN	Survey Factor	2017
Positive Climate for Learning	School Connectedness	68%
Positive Climate for Learning	Student voice and agency	62%
Student Safety	Managing Bullying	70%
Effective Practice for Cognitive Engagement	Stimulated Learning	69%
Learner Characteristics and Disposition	Learning Confidence	78%

	Staff Opinion To increase the staff opinion survey measures by the end of the Strategic Plan. STAFF OPINION SURVEY MEASURES Target 2015/6 BM* Guaranteed and viable curriculum = 90 71.39 Academic emphasis = 90 74.27 * BM = Baseline measure

DOMAIN	Survey Factor	2015 *	2019
School Climate	Guaranteed and Viable Curriculum	71.39%	90%
	Academic emphasis	74.27%	90%

Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to implement consistent agreed school wide strategies in Literacy
Key Improvement Strategy 1.b Building practice excellence	Build teacher and student capability in utilizing a range of assessment strategies identifying a student's point of need (PON)
Goal 2	Strengthen the capabilities of the school leadership team to build a culture that is focused on improving performance
Target 2.1	**Staff opinion** To increase the staff opinion survey measures by the end of the Strategic Plan. **STAFF OPINION SURVEY MEASURES Target 2015/6 BM*** Collective efficacy = 90 83.19 Collective responsibility = 90 84.92 Teacher collaboration = 85 63.78 Staff trust in colleagues = 85 80.63 Leadership = 80 72.94 Teaching and learning = 80 76.33 * BM = Baseline measure

DOMAIN	Survey Factor	2015 *	2019
School Climate	Collective efficacy	83.19%	90%

	Collective responsibility	84.92%	90%
	Teacher collaboration	63.78%	85%
	Trust in colleagues	80.63%	85%
Leadership	Leadership	72.94%	80%
Teaching and Learning	Teaching and Learning	76.33%	80%

 Parent opinion To increase the parent opinion survey measures by the end of the Strategic Plan**.
PARENT OPINION SURVEY MEASURES Target 2016 BM*** Input = 6.2 5.58 Reporting = 5.8 4.72 Approachability = 6.2 5.99 *** BM = Baseline measure**

DOMAIN	Survey Factor	2017
Parent Community Engagement	Parent Participation and Involvement	74 %
	School Support	81 %
	Teacher Communication	62 %
Student Cognitive engagement	Effective Teaching	69 %

Student Attitude to School: To increase the student attitude to school survey measures relating to the school culture. In 2017 a new survey will be released and targets can be developed from the 2017 baseline.

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Key Improvement Strategy 2.a Building leadership teams	Increase the alignment in decision making and resourcing with the strategic intent / vision
Key Improvement Strategy 2.b Building leadership teams	Develop the capabilities of leadership teams in using evidence

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Build practice excellence to improve student learning outcomes	Yes	**NAPLAN** Increases by the end of the Strategic Plan * BM = Baseline measure **NAPLAN TARGETS – Students in the top two bands** Victorian Curriculum... Student Attitude to School...	To increase students in the top two bands of NAPLAN in Writing in 2019: Year 3 - 2 students 10 to 12 students Year 5 - 1 student 1 to 2 students

NAPLAN Increases by the end of the Strategic Plan   * BM = Baseline measure

NAPLAN TARGETS – Students in the top two bands		
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DOMAIN	Survey Factor	2017
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Positive Climate for Learning	Student voice and agency	62%
Student Safety	Managing Bullying	70%

12 month target continued:

Year 3   2017   2018   2019
Writing 42%
31.2% 41.2%

Year 5   2017   2018   2019
Writing 25%
3.3%   13%

To ensure consistent learning growth of at least one year in all areas of the curriculum for all students in Writing and Spelling

		Effective Practice for Cognitive Engagement	Stimulated Learning	69%
		Learner Characteristics and Disposition	Learning Confidence	78%

Staff Opinion To increase the staff opinion survey measures by the end of the Strategic Plan. **STAFF OPINION SURVEY MEASURES** Target 2015/6 BM* Guaranteed and viable curriculum = 90 71.39 Academic emphasis = 90 74.27 * BM = Baseline measure

DOMAIN	Survey Factor	2015 *	2019
School Climate	Guaranteed and Viable Curriculum	71.39%	90%
	Academic emphasis	74.27%	90%

Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5%
Survey Factor
2017   2018   2019
Connectedness
68%   65%   70%
Student voice and agency   62%   59%   61%
Managing Bullying
70%   74%
79%
Stimulated Learning
69%   72%
77%
Learning Confidence
78%   77%
82%

Staff Opinion: To increase the staff opinion survey measures by 5%
Survey Factor
2017   2018   2019
Guaranteed and Viable Curriculum   66%
69%   74%
Academic Emphasis
66%   73%   78%

| Strengthen the capabilities of the school leadership team to build a culture that is focused on improving performance | Yes | **Staff opinion** To increase the staff opinion survey measures by the end of the Strategic Plan. **STAFF OPINION SURVEY MEASURES Target 2015/6 BM*** Collective efficacy = 90 83.19 Collective responsibility = 90 84.92 Teacher collaboration = 85 63.78 Staff trust in colleagues = 85 80.63 Leadership = 80 72.94 Teaching and learning = 80 76.33 * BM = Baseline measure | To increase the staff opinion survey measures by 5% |

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DOMAIN	Survey Factor	2017
Parent Community Engagement	Parent Participation and Involvement	74 %

To increase the staff opinion survey measures by 5%
Survey Factor
2017   2018 2019
Collective Efficacy
76%   81% 86 %
Collective Responsibility
84%   88%   93 %
Teacher Collaboration
65%   72% 77 %
Staff trust in colleagues
81%   84%   89 %
Leadership
ND   61% 66 %
Teaching and Learning
ND   76%   81 %

Parent Opinion: to increase the parent opinion survey measures by 5%
Survey Factor
2017   2018   2019
Parent Participation &Involvement

74 %   71%   76%
School Support
81 %   77%   82%
Teacher Communication
62 %   56%   61%
Effective Teaching
69 %   74 % 79%

	School Support	81 %
	Teacher Communication	62 %
Student Cognitive engagement	Effective Teaching	69 %

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Stimulated Learning	69%	72%	77%
Learning Confidence	78%	77%	82%

Goal 1	Build practice excellence to improve student learning outcomes
12 Month Target 1.1	To increase students in the top two bands of NAPLAN in Writing in 2019: Year 3 - 2 students 10 to 12 students Year 5 - 1 student 1 to 2 students

Year 3   2017   2018   2019
Writing 42%   31.2%   41.2%

Year 5   2017   2018   2019
Writing 25%   3.3%   13%

To ensure consistent learning growth of at least one year in all areas of the curriculum for all students in Writing and Spelling

Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5%
Survey Factor   2017   2018   2019
Connectedness   68% 65%   70%
Student voice and agency   62%   59%   61%
Managing Bullying   70% 74%   79%
Stimulated Learning   69%   72%   77%
Learning Confidence   78%   77%   82%

Staff Opinion: To increase the staff opinion survey measures by 5%
Survey Factor   2017   2018 2019
Guaranteed and Viable Curriculum   66% 69%   74%
Academic Emphasis   66% 73%   78%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to implement consistent agreed school wide strategies in Literacy	Yes
KIS 2 Building practice excellence	Build teacher and student capability in utilizing a range of assessment strategies identifying a student's point of need (PON)	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.	Our focus this year has been on developing a systematic professional learning schedule that has supported the goals of our AIP in Writing and Building Leadership capacity. Staff have also utilised Professional learning days to develop their skills in writing and THRASS. Staff are utilizing data to inform their practice and 3 team leaders and the Principal Class team (Principal and Assistant Principal) participated in the Professional Learning Communities Initiative.

We have made consistent progress in this area and moving into 2019 will commence the embedding of the knowledge and practice gained attending the PLC initiative with the remainder of the staff. Having completed the 2-year cycle 2017 and 2018 of implementation, we will now commence a process of review, modification and build our understanding of utilizing data to inform our practice.

Our involvement in the PLC initiative has shown the importance of reflecting on and evaluating the impact of our teaching. We ae beginning to use student data to tailor our teaching to the high impact teaching strategies and have utilized the FISO improvement cycle to evaluate our performance. Teachers are using formative and summative assessment our next step is to provide the links between multiple sources of data and the improvement cycle.

2018 has been a year of consolidation and understanding around the assessment of Writing and the Writing process. Teachers have reflected on their practice, analysed student data and identified areas for improvement. Professional learning has focused on writing and the development of staff through Professional Practice days, Network targeted professional learning and the training of the Literacy Leader. The more consistent use of google docs has allowed for shared practice and planning across the school. |
| **Goal 2** | Strengthen the capabilities of the school leadership team to build a culture that is focused on improving performance |
| **12 Month Target 2.1** | To increase the staff opinion survey measures by 5%
Survey Factor   2017   2018 2019
Collective Efficacy   76%   81% 86 %
Collective Responsibility   84%   88% 93 %
Teacher Collaboration   65%   72% 77 %
Staff trust in colleagues   81%   84%   89 %
Leadership   ND   61% 66 %
Teaching and Learning   ND   76% 81 %

Parent Opinion: to increase the parent opinion survey measures by 5%
Survey Factor   2017   2018   2019
Parent Participation &Involvement
                         74 %   71%   76% |

School Support	81 %	77%	82%
Teacher Communication	62 %	56%	61%
Effective Teaching	69 %	74 % 79%	

Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5%

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Increase the alignment in decision making and resourcing with the strategic intent / vision	No
KIS 2 Building leadership teams	Develop the capabilities of leadership teams in using evidence	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.	Building leadership has been a continued focus for the school. We have consolidated our team leaders at the mid-level to drive school improvement in understanding the use of student data, the FISO model and our school improvement priorities. The leadership team has developed PL to meet the needs of the AIP and staff. The school has participated in the PLC initiative and in 2019 will utilize the research and knowledge from this to strengthen and further build the leadership capacity of it leaders and drive improvement. Building from 2017 into 2018 we have refined the PDP approach even further to allow for a concise delivery of how teachers are improving writing throughout the school. We have continued with a shared responsibility from the leadership team in the delivery of PDP allowing for feedback from peers and leadership. End of cycle will allow for this practice to be continued. In 2019, we intend to use our knowledge gained from the PLC initiative to develop a refined and targeted improvement area that will improve student data ands well as teacher practice, Consolidation of our School Improvement Team (team leaders) and Leadership Team has allowed for a greater focus on the	

	AIP initiatives. However, there is still a disconnect in meeting times and clear agendas. In 2019 a clear concise direction and plan for meetings focused on research, data and improvement will be developed to align the direction of the school against its targets. Resources have been aligned to wellbeing and writing. In 2019, we will continue our focus on Writing and Spelling, engagement and wellbeing, with a need to audit practice in Numeracy. 2018 has continued to reinforce the direct line of sight from the SSP, AIP to PDP. We have reflected on our student achievement and 2019 will reflect on our communication process to the school community including a process of rebranding and marketing the school

Define Actions, Outcomes and Activities

Goal 1	Build practice excellence to improve student learning outcomes
12 Month Target 1.1	To increase students in the top two bands of NAPLAN in Writing in 2019: Year 3 - 2 students 10 to 12 students Year 5 - 1 student 1 to 2 students Year 3 2017 2018 2019 Writing 42% 31.2% 41.2% Year 5 2017 2018 2019 Writing 25% 3.3% 13% To ensure consistent learning growth of at least one year in all areas of the curriculum for all students in Writing and Spelling Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5% Survey Factor 2017 2018 2019 Connectedness 68% 65% 70% Student voice and agency 62% 59% 61% Managing Bullying 70% 74% 79% Stimulated Learning 69% 72% 77% Learning Confidence 78% 77% 82% Staff Opinion: To increase the staff opinion survey measures by 5% Survey Factor 2017 2018 2019 Guaranteed and Viable Curriculum 66% 69% 74% Academic Emphasis 66% 73% 78%
KIS 1 Building practice excellence	Build teacher capacity to implement consistent agreed school wide strategies in Literacy

Actions	Develop a shared focus for improving writing across the school through the implementation and practice of PLC's Build teacher capacity in writing pedagogy
Outcomes	LEADERS WILL: Model, provide and resource professional learning in data literacy Regularly work with the PLC team and leaders to identify best practice Schedule regular level PLC meetings to identify, design and implement the inquiry approach to improve writing TEACHERS WILL: Collaboratively plan, design and implement their inquiry challenge to improve writing Participate in PLC meetings each week Teachers will use data to drive and inform the teaching and learning of writing STUDENTS WILL: Develop personal learning goals in writing and show improvement in their learning goals Show improvement in student opinion survey by 5% in connectedness, student voice and agency, stimulated learning and learning confidence Students will experience targeted programs

Success Indicators	Level PLC's collaboratively working collaboratively to plan, assess and deliver programs in Literacy that address identified areas of improvement
	    Consistent implementation of the whole school writing approach
	    A focus on targeted learning to extend students working above expected levels
	    Enhanced data literacy of teachers
	    Review and evaluation of whole school approaches and teaching tools
	    Increased student voice and agency in learning goals in writing

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Leadership and Literacy Leader with support from SIT team will develop a whole school approach to writing that builds practice excellence through consistent agreed school wide strategies	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,497.00 ☑ Equity funding will be used
Allocate one whole day per term for the Literacy leader to develop a whole school scope and sequence in writing, to facilitate and embed consistency across the school	☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,497.00 ☑ Equity funding will be used
Support the Literacy leader to ensure the agreed practices are being implemented throughout the whole school, through increased accountability on teaching staff as identified by the Literacy leader	☑ Literacy Leader ☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Source and purchase Trait Crates to support our Writing focus.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Literacy leader will provide professional learning on writing pedagogy and an agreed model to provide consistent instruction across the school	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Literacy leader to build teachers capacity in writing, by developing a whole school scope and sequence in writing	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Review school expectations for planning documentation and ensure or develop these current practices to meet these expectations	☑ Principal ☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4 $0.00 ☐ Equity funding will be used
Teachers will collaborate to develop, design and implement inquiry cycles to improve writing that utilise multiple forms of data	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4 $0.00 ☐ Equity funding will be used
Teachers will develop knowledge and skills in establishing learning goals and providing feedback to students	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4 $0.00 ☐ Equity funding will be used
Provide literacy intervention for students deemed well below expected outcomes. Two staff members to be allocated to this role and the credit side of our equity funding will be used to help finance this, including using Strategic Funds to train 5 staff members in the newly purchased intervention series of MiniLit and MacLit.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4 $5,080.00 ☑ Equity funding will be used

Goal 2	Strengthen the capabilities of the school leadership team to build a culture that is focused on improving performance
12 Month Target 2.1	To increase the staff opinion survey measures by 5% Survey Factor 2017 2018 2019 Collective Efficacy 76% 81% 86 % Collective Responsibility 84% 88% 93 % Teacher Collaboration 65% 72% 77 % Staff trust in colleagues 81% 84% 89 % Leadership ND 61% 66 % Teaching and Learning ND 76% 81 % Parent Opinion: to increase the parent opinion survey measures by 5%

	Survey Factor 2017 2018 2019 Parent Participation &Involvement 74 % 71% 76% School Support 81 % 77% 82% Teacher Communication 62 % 56% 61% Effective Teaching 69 % 74 % 79% Student Attitude to School: To increase the student attitude to school survey measures relating to teaching and learning by 5% Survey Factor 2017 2018 2019 Connectedness 68% 65% 70% Student voice and agency 62% 59% 61% Managing Bullying 70% 74% 79% Stimulated Learning 69% 72% 77% Learning Confidence 78% 77% 82%
KIS 1 Building leadership teams	Develop the capabilities of leadership teams in using evidence
Actions	Develop the capabilities of the instructional leaders to drive the PLC – inquiry challenge cycle
Outcomes	LEADERS WILL: Develop a community of practice around how students learn and how we are best able to use data to assess learning growth Build staff understanding of Data Literacy and Assessment that draws on a range of evidence Provide professional learning on the FISO continuum, High Impact Teaching Strategies (HITS) and on teacher practice Celebrate improvements in the Staff opinion survey and meet 2019 targets in Leadership and Teaching and Learning TEACHERS WILL : Place students' needs at the center of program during their planning and delivery Confidently discuss student learning needs as indicated in learning goals and assessment data Demonstrate improved practice through targeted feedback and collaboration from with the PLC STUDENTS WILL: Know and articulate their individual leaning goals in writing Be able to self-evaluate their success/challenges against their learning goa

Success Indicators	The development of High functioning PLC instructional leaders and teams Evidence of a common language when using data sets that inform and evaluate practice Staff can analyse and interrogate data sets including the School Summary Report, Panorama Report, PAT online and NAPLAN data PLC teams can confidently discuss achievement data within and beyond their team

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create schedules that privilege time for PLC meetings, timetable peer observations and display clear meeting protocols, including meeting with PLC leaders and Regional PLC coordinator to identify examine and analyse, multiple sources of data to identify student need's in writing.	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Schedule time for PLC coordinators to meet and work together is scheduled throughout 2019 in the Meeting Schedule and PL Planner.	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Evaluate current practice in the teaching of Writing by way of a survey, analysis of planning documents, and classroom observation.	☑ Literacy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Training provided by Literacy Leader to build and share lesson ideas, successes and challenges for classroom teachers.	☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
PLC leaders will meet weekly, with their teams to use their improved data literacy, to drive their inquiry cycle.	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

				☐ Equity funding will be used
PLC leaders identify professional learning needs within their team to create a plan for peer observation, professional practice days and staff professional learning foci and inform leadership	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Engage in professional learning on peer observation, data literacy and the inquiry cycle.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Analyze and interrogate data sets to inform writing practice and set relevant student learning goals	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$10,074.00	$10,074.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$10,074.00**	**$10,074.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Leadership and Literacy Leader with support from SIT team will develop a whole school approach to writing that builds practice excellence through consistent agreed school wide strategies	from: Term 1 to: Term 4	☑ CRT	$2,497.00	$2,497.00
Allocate one whole day per term for the Literacy leader to develop a whole school scope and sequence in writing, to facilitate and embed consistency across the school	from: Term 1 to: Term 4	☑ School-based staffing ☑ CRT	$2,497.00	$2,497.00
Provide literacy intervention for students deemed well below expected outcomes. Two staff members to be allocated to this role and the credit side of our equity funding will be used to help finance this, including using Strategic Funds to train 5 staff members in the newly purchased intervention series of MiniLit and MacLit.	from: Term 1 to: Term 4	☑ CRT	$5,080.00	$5,080.00
Totals			**$10,074.00**	**$10,074.00**

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Allocate one whole day per term for the Literacy leader to develop a whole school scope and sequence in writing, to facilitate and embed consistency across the school	☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ Network Professional Learning	☑ Literacy expertise	☑ On-site
Literacy leader will provide professional learning on writing pedagogy and an agreed model to provide consistent instruction across the school	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ PLC Initiative	☑ On-site
Literacy leader to build teachers capacity in writing, by developing a whole school scope and sequence in writing	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Teachers will collaborate to develop, design and implement inquiry cycles to improve writing that utilise multiple forms of data	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ PLC Initiative ☑ Internal staff	☑ On-site

			☑ Moderated assessment of student learning	☑ Timetabled Planning Day		
Teachers will develop knowledge and skills in establishing learning goals and providing feedback to students	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Provide literacy intervention for students deemed well below expected outcomes. Two staff members to be allocated to this role and the credit side of our equity funding will be used to help finance this, including using Strategic Funds to train 5 staff members in the newly purchased intervention series of MiniLit and MacLit.	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Professional Practice Day	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Training provided by Literacy Leader to build and share lesson ideas, successes and challenges for classroom teachers.	☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
PLC leaders will meet weekly, with their teams to use their improved data literacy, to drive their inquiry cycle.	☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative	☑ On-site

				☑ Timetabled Planning Day ☑ PLC/PLT Meeting		
Engage in professional learning on peer observation, data literacy and the inquiry cycle.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Analyze and interrogate data sets to inform writing practice and set relevant student learning goals	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Literacy Leaders	☑ On-site