

# 2019 Annual Implementation Plan

## for improving student outcomes

Mildura West Primary School (3983)



MILDURA WEST  
PRIMARY SCHOOL  
*Making our Mark*

Submitted for review by Anne Robinson (School Principal) on 19 December, 2018 at 09:17 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<ol style="list-style-type: none"> <li>1. Building Practice Excellence - Embedding. We believe that we have improved in this area and are close to "excelling" on all 3 essential elements.</li> <li>2. Curriculum Planning &amp; Assessment - Evolving. Still a great deal of work to be done in all essential elements. But we have made a start to address the many needs.</li> <li>3. Building Leadership Teams - Embedding. Although we are yet to more to Excelling, we do feel we made very good progress in this area.</li> <li>4. Empowering students &amp; building school pride. So much so that we are not having this a a KIS in 2019.</li> <li>5. Setting expectations and promoting inclusion - Embedding.</li> <li>6. Building communities - Communities - Evolving</li> </ol>
<b>Considerations for 2020</b>	<p>We plan to document Attendance Plans for all those children with chronic absences.</p> <p>Although many aspects of our approach have been successful, we still feel there are some improvements to be made.</p> <p>Our BIG focus will be around Student Agency.</p>

	We are also determine to co create a School Organisation Design that will set a clear direction for our AIP teams & Meeting Schedule. Evidence Based Strategies.
<b>Documents that support this plan</b>	

Draft

## SSP Goals Targets and KIS

<p><b>Goal 1</b></p>	<p>To improve literacy and numeracy outcomes for all students F-6</p>																								
<p><b>Target 1.1</b></p>	<p>1. 90% of students will achieve growth against the Victorian Curriculum in English and Mathematics</p> <p>.</p> <p>2. The percentage of students achieving high growth on NAPLAN relative growth charts to be 35% or greater in each area.</p> <table border="1" data-bbox="707 539 1211 703"> <thead> <tr> <th></th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23.9%</td> </tr> <tr> <td>Writing</td> <td>14.89%</td> </tr> <tr> <td>Numeracy</td> <td>33.3%</td> </tr> <tr> <td>Spelling</td> <td>8.51%</td> </tr> <tr> <td>G &amp; P</td> <td>10.64%</td> </tr> </tbody> </table> <p>3. The percentage of students achieving low growth on NAPLAN to be 15% or less in each area.</p> <table border="1" data-bbox="707 927 1211 1091"> <thead> <tr> <th></th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23.91%</td> </tr> <tr> <td>Writing</td> <td>34.04%</td> </tr> <tr> <td>Numeracy</td> <td>15.56%</td> </tr> <tr> <td>Spelling</td> <td>48.94</td> </tr> <tr> <td>G &amp; P</td> <td>34.04%</td> </tr> </tbody> </table> <p>4. Increase the percentage of students of students in the top two bands of NAPLAN in Reading, Numeracy and Writing.</p> <p><i>Year 3 Reading 30% (2017) to 40%, Year 3 Numeracy to 37%(2017) to 45%, Year 3 Writing 39% (2017) to 45%.</i></p> <p><i>Year 5 Reading 24%(2017) to 30 %, Year 5 Numeracy 18% (2017) to 30 %, Year 5 Writing 8% (2017) to 30%.</i></p>		2017	Reading	23.9%	Writing	14.89%	Numeracy	33.3%	Spelling	8.51%	G & P	10.64%		2017	Reading	23.91%	Writing	34.04%	Numeracy	15.56%	Spelling	48.94	G & P	34.04%
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	<p>5. 80% of all students at EOY Reading Levels &amp; Fountas and Pinnell</p> <ul style="list-style-type: none"> <li>• Foundation - Reading Levels 9-11, F&amp;P = D</li> <li>• Year 1 - Reading Level 18-20 = H-I</li> <li>• Year 2 - Reading Level Above 30 = M +</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Building practice excellence</p>	Continue to develop and embed a whole school pedagogical framework
<p><b>Key Improvement Strategy 1.b</b> Building practice excellence</p>	<p>Document and implement a consistent whole school guaranteed viable curriculum.</p> <p>Build capacity of teachers to understand and deliver Vic Curric with a focus English, Mathematics and the capabilities.</p>
<p><b>Key Improvement Strategy 1.c</b> Building practice excellence</p>	Teachers collaborate in highly effective PLTs, using student data to drive instruction and improve learning.
<p><b>Goal 2</b></p>	To deepen student engagement in learning and develop their capacity to manage their learning.
<p><b>Target 2.1</b></p>	<p>1. Maintain the number of days absent to below that of similar schools. 16 days</p> <p>2. Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level:</p> <ul style="list-style-type: none"> <li>-Student Motivation</li> <li>-Stimulating learning</li> <li>-Effective teaching</li> <li>-Student Connectedness</li> </ul>

	<ul style="list-style-type: none"> <li>-Student Agency and Voice</li> <li>-Confidence and Resilience skills</li> </ul> <p>3. Improvement and maintaining percentile ratings &gt;90% for Student Attitudes to School Survey from 2017 benchmark. (Yr 4-6)</p> <ul style="list-style-type: none"> <li>-Sense of Connectedness (91.1)</li> <li>-Motivation and interest (90.5 )</li> <li>-High expectations for success (80.4)</li> <li>-Stimulated learning (78.8)</li> </ul> <p>4. Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <p><u>School Climate</u></p> <ul style="list-style-type: none"> <li>-Staff trust in students and parents</li> <li>-Collective Responsibility</li> </ul> <p><u>Teaching &amp; Learning- Implementation</u></p> <ul style="list-style-type: none"> <li>-Promote student ownership of learning goals</li> <li>-Believe student engagement is key to learning</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	<p>Build a curriculum delivery approach that is learner centred.</p>
<p><b>Key Improvement Strategy 2.b</b></p>	<p>Implement the International Baccalaurette Primary Years Program framework</p>

Empowering students and building school pride	
<b>Goal 3</b>	moved to an action in Goal 1
<b>Target 3.1</b>	<p>1. Improvement and maintaining percentile ratings &gt;90% for Student Attitudes to School Survey from 2017 benchmark. (Yr 4-6)</p> <ul style="list-style-type: none"> <li>-Attitudes to attendance (90.9)</li> <li>-Effective Classroom Behaviour (92.6)</li> <li>-Student voice and agency (90.8)</li> </ul> <p>2. Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <p><u>School Climate</u></p> <ul style="list-style-type: none"> <li>-Collective Efficacy</li> <li>-Collective Responsibility</li> <li>-Collective focus on student learning</li> </ul> <p><u>School Leadership</u></p> <ul style="list-style-type: none"> <li>-Instructional leadership</li> </ul> <p><u>Teaching &amp; Learning- Practice Improvement</u></p> <ul style="list-style-type: none"> <li>-Understand contribution to school improvement</li> </ul> <p><u>Teaching &amp; Learning- Planning</u></p> <ul style="list-style-type: none"> <li>-Use data for curriculum planning</li> </ul>



	<p><u>Teaching &amp; Learning- Implementation</u></p> <ul style="list-style-type: none"> <li>-Moderate tasks together</li> <li>-Understand formative assessment</li> </ul> <p><u>Teaching &amp; Learning- Evaluation</u></p> <ul style="list-style-type: none"> <li>-Monitor effectiveness using data</li> <li>-Understand how to analyse data</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Building leadership teams</p>	<p>Build the capacity of staff and PLT leadership to manage and track progress of all students.</p>
<p><b>Key Improvement Strategy 3.b</b> Building leadership teams</p>	<p>Provide opportunities for staff to develop leadership skills.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																								
To improve literacy and numeracy outcomes for all students F-6	Yes	<p>1. 90% of students will achieve growth against the Victorian Curriculum in English and Mathematics</p> <p>2. The percentage of students achieving high growth on NAPLAN relative growth charts to be 35% or greater in each area.</p> <table border="1" data-bbox="826 759 1330 927"> <thead> <tr> <th></th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23.9%</td> </tr> <tr> <td>Writing</td> <td>14.89%</td> </tr> <tr> <td>Numeracy</td> <td>33.3%</td> </tr> <tr> <td>Spelling</td> <td>8.51%</td> </tr> <tr> <td>G &amp; P</td> <td>10.64%</td> </tr> </tbody> </table> <p>3. The percentage of students achieving low growth on NAPLAN to be 15% or less in each area.</p> <table border="1" data-bbox="826 1174 1330 1342"> <thead> <tr> <th></th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23.91%</td> </tr> <tr> <td>Writing</td> <td>34.04%</td> </tr> <tr> <td>Numeracy</td> <td>15.56%</td> </tr> <tr> <td>Spelling</td> <td>48.94</td> </tr> <tr> <td>G &amp; P</td> <td>34.04%</td> </tr> </tbody> </table>		2017	Reading	23.9%	Writing	14.89%	Numeracy	33.3%	Spelling	8.51%	G & P	10.64%		2017	Reading	23.91%	Writing	34.04%	Numeracy	15.56%	Spelling	48.94	G & P	34.04%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>Achievement- Reading</b></p> <ul style="list-style-type: none"> <li>•% of students in Top Two Bands (Year 5) = 30%</li> <li>•% of students in Bottom Two Bands (Year 5) = 15%</li> <li>•% of students with High to Medium gains (Year 3 to 5) = 82.1%</li> </ul> <p>80% of all students at EOY Reading Levels (Fountas and Pinnell)</p> <ul style="list-style-type: none"> <li>• Foundation - Reading Levels 9-11</li> <li>• Year 1 - Reading Level 18-20</li> <li>• Year 2 - Reading Level Above 30</li> </ul> <p><b>Writing- Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>•All students to achieve 1 yrs growth in a calendar year.</li> </ul> <p><b>Achievement- Numeracy</b></p> <ul style="list-style-type: none"> <li>•% of students in Top Two Bands (Year 5) = 25%</li> <li>•% of students in Bottom Two Bands (Year 5) = 7.5%</li> <li>•% of students with High to Medium gains (Year 3 to 5) = 80%</li> </ul>
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<p>To deepen student engagement in learning and develop their capacity to manage their learning.</p>	<p>Yes</p>	<p>1. Maintain the number of days absent to below that of similar schools. 16 days</p> <p>2. Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level:</p> <ul style="list-style-type: none"> <li>-Student Motivation</li> <li>-Stimulating learning</li> <li>-Effective teaching</li> <li>-Student Connectedness</li> <li>-Student Agency and Voice</li> <li>-Confidence and Resilience skills</li> </ul>	<p>Student AtoSS</p> <ul style="list-style-type: none"> <li>•% of positive endorsement in Stimulated Learning (Yr 5-6) Maintain 91.8%</li> <li>•% of positive endorsement in Sense of Confidence (Yr 5-6) Maintain 91.4%</li> <li>•% of positive endorsement in Managing Bullying (Yr 5-6) Maintain 92%</li> </ul> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>•% of positive endorsement in Collective Efficacy 68.7 to 80%</li> </ul>

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<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students F-6	
<b>12 Month Target 1.1</b>	<p>Achievement- Reading</p> <ul style="list-style-type: none"> <li>•% of students in Top Two Bands (Year 5) = 30%</li> <li>•% of students in Bottom Two Bands (Year 5) = 15%</li> <li>•% of students with High to Medium gains (Year 3 to 5) = 82.1%</li> </ul> <p>80% of all students at EOY Reading Levels (Fountas and Pinnell)</p> <ul style="list-style-type: none"> <li>• Foundation - Reading Levels 9-11</li> <li>• Year 1 - Reading Level 18-20</li> <li>• Year 2 - Reading Level Above 30</li> </ul> <p>Writing- Teacher Judgement</p> <ul style="list-style-type: none"> <li>•All students to achieve 1 yrs growth in a calendar year.</li> </ul> <p>Achievement- Numeracy</p> <ul style="list-style-type: none"> <li>•% of students in Top Two Bands (Year 5) = 25%</li> <li>•% of students in Bottom Two Bands (Year 5) = 7.5%</li> <li>•% of students with High to Medium gains (Year 3 to 5) = 80%</li> </ul> <p>Mathematics- PAT Maths</p> <ul style="list-style-type: none"> <li>•50% of students to meet expected year level PAT scale score.</li> <li>•25% of student to be above expected year level PAT scale score.</li> </ul>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building practice excellence	Continue to develop and embed a whole school pedagogical framework	
<b>KIS 2</b> Building practice excellence	Document and implement a consistent whole school guaranteed viable curriculum.	
	Yes	

	Build capacity of teachers to understand and deliver Vic Curric with a focus English, Mathematics and the capabilities.	
<b>KIS 3</b> Building practice excellence	Teachers collaborate in highly effective PLTs, using student data to drive instruction and improve learning.	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.	xxxxxxxxxxxxxxxx	
<b>Goal 2</b>	To deepen student engagement in learning and develop their capacity to manage their learning.	
<b>12 Month Target 2.1</b>	<p>Student AtoSS</p> <ul style="list-style-type: none"> <li>•% of positive endorsement in Stimulated Learning (Yr 5-6) Maintain 91.8%</li> <li>•% of positive endorsement in Sense of Confidence (Yr 5-6) Maintain 91.4%</li> <li>•% of positive endorsement in Managing Bullying (Yr 5-6) Maintain 92%</li> </ul> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>•% of positive endorsement in Collective Efficacy 68.7 to 80%</li> <li>•% of positive endorsement in Academic Emphasis 69.6 to 80%%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build a curriculum delivery approach that is learner centred.	Yes
<b>KIS 2</b>	Implement the International Baccalaurette Primary Years Program framework	Yes

Empowering students and building school pride		
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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students F-6
<b>12 Month Target 1.1</b>	<p>Achievement- Reading</p> <ul style="list-style-type: none"> <li>•% of students in Top Two Bands (Year 5) = 30%</li> <li>•% of students in Bottom Two Bands (Year 5) = 15%</li> <li>•% of students with High to Medium gains (Year 3 to 5) = 82.1%</li> </ul> <p>80% of all students at EOY Reading Levels (Fountas and Pinnell)</p> <ul style="list-style-type: none"> <li>• Foundation - Reading Levels 9-11</li> <li>• Year 1 - Reading Level 18-20</li> <li>• Year 2 - Reading Level Above 30</li> </ul> <p>Writing- Teacher Judgement</p> <ul style="list-style-type: none"> <li>•All students to achieve 1 yrs growth in a calendar year.</li> </ul> <p>Achievement- Numeracy</p> <ul style="list-style-type: none"> <li>•% of students in Top Two Bands (Year 5) = 25%</li> <li>•% of students in Bottom Two Bands (Year 5) = 7.5%</li> <li>•% of students with High to Medium gains (Year 3 to 5) = 80%</li> </ul> <p>Mathematics- PAT Maths</p> <ul style="list-style-type: none"> <li>•50% of students to meet expected year level PAT scale score.</li> <li>•25% of student to be above expected year level PAT scale score.</li> </ul>
<b>KIS 1</b> Building practice excellence	<p>Document and implement a consistent whole school guaranteed viable curriculum.</p> <p>Build capacity of teachers to understand and deliver Vic Curric with a focus English, Mathematics and the capabilities.</p>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop a draft scope and sequence for English. Aligned with the PYP Program Of Inquiry.</li> <li>• Refine the Mathematics scope and sequence.</li> <li>• Ensure there is consistency in planning, delivery and assessment of all Scope &amp; Sequence across the school.</li> </ul>

<b>Outcomes</b>	<p>Consistency in planning &amp; in the delivery of all curriculum.  A more systematic way of addressing VIC Curriculum.  All curriculum documents to be utilised in all planning opportunities ( PLTs and individually).  All documents to be available online &amp; in hard copy.</p>			
<b>Success Indicators</b>	Evidence in all planning on Google docs & in Teacher's Work Programs			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
English AIP team will spend time drafting the English Scope & sequence. Cross check with POI	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Numeracy AIP will spend time refining the existing Scope & sequence	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Teachers collaborate in highly effective PLTs, using student data to drive instruction and improve learning.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Build teacher capacity to be data literate:</li> <li>• Co create an Assessment Policy, including a strong Formative Assessment component.</li> <li>• Assessment Schedule to identify specific weeks/PLTs for moderation and the deep analysis of data, to drive instruction in planning. This will include CATs.</li> <li>• Team of 3 SIT members to take part in a Bastow Assessment course.</li> <li>• Build teacher capacity to utilise Formative Assessment when planning sequences of lessons and within each lesson, “on the go”.</li> </ul>			

	<ul style="list-style-type: none"> <li>Include a Formative Assessment Goal in the Teacher Performance &amp; Development process.</li> </ul>			
<b>Outcomes</b>	All teachers will have a deep understanding of Formative Assessment. Increased use of student data in lessons & in PLTs. Increased differentiation. Improved ZOPD			
<b>Success Indicators</b>	Work programs Classroom observations Performance process - Mid & end cycle discussions			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All teachers to read & discuss the text "Putting Faces on the Data"	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop an Assessment Policy	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Refine the existing Assessment Schedule	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Audit the CATs to ensure they are formative.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

				<input type="checkbox"/> Equity funding will be used
All staff set a Formative Assessment Goal for their Performance & Development.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To deepen student engagement in learning and develop their capacity to manage their learning.			
<b>12 Month Target 2.1</b>	<p>Student AtoSS</p> <ul style="list-style-type: none"> <li>•% of positive endorsement in Stimulated Learning (Yr 5-6) Maintain 91.8%</li> <li>•% of positive endorsement in Sense of Confidence (Yr 5-6) Maintain 91.4%</li> <li>•% of positive endorsement in Managing Bullying (Yr 5-6) Maintain 92%</li> </ul> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>•% of positive endorsement in Collective Efficacy 68.7 to 80%</li> <li>•% of positive endorsement in Academic Emphasis 69.6 to 80%%</li> </ul>			
<b>KIS 1</b> Empowering students and building school pride	Build a curriculum delivery approach that is learner centred.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Build Teacher Capacity around Student Voice and Agency. Familiarising themselves with the DET document, Amplify and other relevant resources/research.</li> <li>• Build teacher capacity to teach students to be autonomous and metacognitive learners.</li> <li>• Build teacher capacity to involve students in the teaching, learning &amp; assessment cycle.</li> <li>• Build the capacity of parents/carers to understand the importance of Student Voice.</li> <li>•</li> </ul>			
<b>Outcomes</b>	<p>Classrooms will be more student centred.  More student talk evident.  Increased differentiation in all classrooms.  Parents more able to understand and articulate their child's learning achievements and needs.</p>			

	<p>Students will demonstrate more ownership over their learning.  Students will develop some understanding of effective teaching as well as effective learning.  There will be a common language amongst all stakeholders (parents/teachers/students/ESS) with regard to Student Agency &amp; Voice.</p>			
<b>Success Indicators</b>	<p>Teacher planning  Classroom observations  Discussions with children  Discussions with parents</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Refine existing English "I can" statements so students "know the learning journey".</p> <ul style="list-style-type: none"> <li>• These "I Can" statements will also be utilised for Success Criteria, Self-Assessments &amp; Peer Assessments.</li> <li>• Develop and implement a learning journey of "I can" statements focussing student agency</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Utilise the "I can" statements for Success Criteria, Self-Assessments & Peer Assessments.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Create "I Can" statements for maths curriculum.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning focussing on Student Agency to be included in Meeting schedule.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Professional Learning on how to teach Conceptually. Include in curriculum day.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Implement the International Baccalaureate Primary Years Program framework			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Build teacher capacity around the PYP Concepts.</li> <li>• Build teacher capacity to teach Conceptually.</li> <li>• Build teacher capacity to plan for teaching and learning to be transdisciplinary – including core subject areas. .</li> <li>• Integrate the attributes of the Learner Profile throughout all teaching &amp; learning.</li> </ul>			
<b>Outcomes</b>	We will see a more cohesive curriculum. Intentional and well planned integration of the curriculum. All stakeholders will use the language of the Learner Profile.			
<b>Success Indicators</b>	We will hear the language of conceptual teaching & learning in classrooms observation & PLT planning. Evidence in all planning.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning focussed on teaching concepts	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Professional Learning focussing on the PYP Bubble Planner	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

				<input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$7,500.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$7,500.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
English AIP team will spend time drafting the English Scope & sequence. Cross check with POI	from: Term 2 to: Term 4		\$4,000.00	
Numeracy AIP will spend time refining the existing Scope & sequence	from: Term 2		\$2,500.00	
All teachers to read & discuss the text "Putting Faces on the Data"	from: Term 2 to: Term 4		\$1,000.00	
<b>Totals</b>			<b>\$7,500.00</b>	

### Additional Equity spend

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

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All teachers to read & discuss the text "Putting Faces on the Data"	✓ Principal	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Refine existing English "I can" statements so students "know the learning journey". <ul style="list-style-type: none"> <li>• These "I Can" statements will also be utilised for Success Criteria, Self-Assessments &amp; Peer Assessments.</li> <li>• Develop and implement a learning journey of "I can" statements focussing student agency</li> </ul>	✓ Assistant Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Utilise the "I can" statements for Success Criteria, Self-Assessments & Peer Assessments.	✓ All Staff	from: Term 2	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Professional Learning focussed on teaching concepts	✓ KLA Leader	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

Professional Learning focussing on the PYP Bubble Planner	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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