2019 Annual Implementation Plan

for improving student outcomes

Essex Heights Primary School (4903)

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

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

Draft

Excellence in teaching and learning	Building practice excellence	Embedding	The following actions and documents demonstrate a committment to collaboration and collective responsibility to develop consistent teaching practices which improve student achievement. We have in place: Professional Learning Teams (PLTs) that align with AIP and SSP; Staff PDP goals relate to AIP and SSP; resources allocated to TL coach, Literacy Leader, Literacy & Numeracy Specialists, Student Intervention team, EAL and PSD; VIT Mentors and mentor for team leaders; Leadership team & leadership PD; explicit, planned whole school Professional Learning on PLT priorities including compass data manager; implementation of DET priorities e.g. Child Safe, HITs Identified areas for further work are: Strengthen Whole School Professional Learning plan to focus on: * data collection and its analysis - to guide team / school discussion and planning * measuring effectiveness of new teaching and learning strategies in improving student outcomes * building capacity in using ICT to effectively track and monitor student learning Develop an evidence-based culture
	Curriculum planning and assessment	Embedding	Current practice The school has completed a whole school curriculum audit. Curriculum planning includes a yearly overview for all Levels; whole school Scope and sequence documentation; whole school, consistent planning templates for domains, term by term planners, and learning sequences aligned with Victorian Curriculum Teaching & learning PD focus has been on HITs - Setting Goals, Structuring lessons and Feedback An assessment and reporting schedule is in place. Year level teams analyse student data to inform curriculum planning School schedules opportunities to work in teams (specialist timetable) Further action to be taken Develop capacity and schedule analysis of school wide / cross level achievement data to better inform planning and teaching & learning. Improve staff capability in ICT e.g. use compass to collate data, google docs for planning & to strengthen the student feedback process Building a Community of Practice approach across schools to explore and share best practices in leadership of curriculum planning, delivery and assessment. Further develop teacher understanding and implementation of HITS in planning and assessment

	Evidence-based high-impact teaching strategies	Embedding	An instructional model was developed by the PLT team in collaboration with the school's FISO group Staff investigated High Impact Teaching strategies (HITs) with assistance from Hattie team at University of Melbourne (UoM) In addition to allocated, weekly team planning, planning days were scheduled with teams and UoM to implement instructional model/HITs Differentiation evident through classroom planning, activity groups and task boards The whole school Assessment schedule and data management was audited, reviewed and updated with input on best practice from the AP Network. Teachers use formative and summative assessment as outlined in school assessment schedule The PLT team led the development and improvement in teacher capacity in the area of feedback: * Staff worked on embedding feedback to students strategies in the classroom * PD provided on Peer observation process and trials underway * Staff trialed and used strategies to collect feedback from students Further work includes: Continued work on the implementation of HITs e.g. SOLO Taxonomy, worked examples More Professional Learning on provision of Deep Learning e.g. Hattie, Fullan Use of student data to inform teacher practice
	Evaluating impact on learning	Embedding	Leadership and teams collaborate to assess and monitor student learning using a range of assessment data to diagnose needs and inform planning. Teams were allocated time together to collaboratively build their skills and ensure consistency in teacher judgement. Evidence includes: EHPS Assessment Schedule, assessment and data management systems Timetables - time allocation for planning and assessment moderation Assessment documented in planners e.g. Teachers and teams pre- and post-testing Sample of Whole school writing moderation Feedback to students PD Peer observation process documentation Next Steps: PD on assessment literacy - especially 'for' learning. Document whole school assessment strategies, especially 'for' learning. PD on using ICT for assessment, tracking, monitoring and feedback e.g. Compass continuum, google app for students Teams to prioritise assessment data analysis. Investigate how time can be allocated for this ongoing process. Continue to strengthen and embed teacher and student feedback practices

Professional leadership	Building leadership teams	Embedding	EHPS is building an improvement culture of learning and leadership by developing the capabilities of their leadership team. The following processes and approaches are in place: Succession planning, and staffing structure allows for leadership opportunities; Whole school Meeting & Professional Learning Plan; Professional Learning nd implementation of best practice coaching and feedback techniques (Bastow), Covey program; Mentoring and VIT accreditation processes; Induction program for teachers, Pre-service teachers, ESO and CRT staff, engagement of and coaching by a critical friend (UoM & FISO) for leadership; clear allocation of roles and role statements Feedback processes have been developed for Collegiate observations, Professional Practice Days and Curriculum Days Actions required Review the leadership team structure and explore the creation of a separate School Improvement Team Clearly articulate to the staff and school community, the school's (and FISO) priorities that drive the school improvement agenda Improve the induction and mentoring process to include a clearer focus on the professional learning culture of the school (planning, peer observation, PLT, PDP etc.) Further develop skills in giving feedback, dealing with difficult people and conflict situations - implement strategies from Bastow CourseFurther develop capacity to measure the impact of new approaches - improve reflection and feedback for Professional Learning process Introduce new / Review existing team protocols Revisit purposefully engaging in building relationships and trust... professional respect and courtesy Review meeting structure to allow for productive time to focus on data informed planning and teaching/ priority areas that improve student outcomes

	Instructional and shared leadership	Embedding	Professional Learning Teams Overviews/Scope and Sequence Meeting Schedules Leadership Team/Whole School Team Planning Minutes Scope and Sequence Planners Grade Prep- Six Assessment Schedule Feedback Templates Coaching Templates Roles and Responsibilities Student Achievement Data Junior School Council Minutes Identified areas for further work are: Modelled high impact teaching strategies. School leaders lead teaching and learning. When, how and for what purpose data is reviewed. More formal processes for student voice. Succession planning for shared leadership roles. School leaders facilitate shared understandings in improvement in the instructional model.

	Strategic resource management	Embedding	The strategic resource model is aligned with working parties to work collaboratively to meet the AIP and strategic goals. The AIP is reviewed to evaluate progress towards goals where adjustments are made accordingly. Evidence Includes: AIP PLT Teams Goals Alignment between SSP, AIP, PLTs and staff PDP goals Staff Meetings Consultative Committee Meetings Leadership Meetings School Council Minutes Bill Hesher Data Literacy Expert Budget Lines for School Strategic Plan implementation e.g. SOLO, professional reading, Professional learning Leadership Meetings Annual Reports Professional Development Leadership Professional Practice Day Reports to School Council Next steps include: Greater use of data to inform strategic planning Need to review the current leadership structure to ensure that it meets the school's needs Review of Roles and responsibilities so that they match our strategic purpose
	Vision, values and culture	Embedding	The School has developed a statement of values and school philosophy. These are articulated and displayed across the school A comprehensive and explicit Learning program has been developed for our Students around the school's values and expectations Committees of School Council involved in shaping the direction of the school. Clear Terms of Reference, Standing Orders & Code of conduct in place Staff Meeting PD schedule and minutes PLT structure aligned to AIP and SSP Goals PDP Goals aligned to AIP and SSP Goals Leadership meeting minutes Parent Forum Feedback Student Forum Feedback Staff FISO Feedback Staff Opinion Feedback Better Communication - Parent Survey Monkey re. engagement and communication Next steps include: Collaboratively review existing School Vision, Purpose and values Develop new SSP with wide consultation Identify and address barriers for community engagement e.g. language and cultural

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding	Current School provides many opportunities for students to be involved at school and to build their leadership skills Junior School Council (JSC) , Staff intervention, Student feedback part of AIP, care teams for children, Year 6 leadership program, school leaders - Roles and rsponsibilities, LAMP, Socially Speaking Program, Student Focus groups, peer support training, Playground Pals, Year 5 and prep, Year 6 and Year 1 Buddy Program, Year Prep Transition Action: Implement strategies and tools that seek student feedback to build quality relationships that inform teacher practice Increase roles / focus groups for students Investigate further opportunuites to respond to student voice as well as providing more PL Greater use of High Impact Teaching examples Improving the ability of students to have greater input in setting their own learning goals Create opportunities for students to input into the school improvement process Create greater opportunities for students to participate in community events Strengthening best practice learning intentions, assessment tools to support students
	Setting expectations and promoting inclusion	Evolving moving towards Embedding	Starting up Starting out program, harmony Day; Pre-, Post-, Intra -, and assisted transition, Numerous Cultural Festivals, Optional SRI for various faiths, Kindergarten visits, Flowcharts re. behaviour SWPBS, Expectation / Behaviour Matrix, ArtSEL, ILPs and BMPs, Explicit teaching of personal and inerpersonal competencies (whole school appraoch), Support programs for Tier 2 & 3 students e.g. Zones of Regulation, parenting program, SKIPS workshop, Focus for community to promote mental health and wellbeing, PL for staff - mental health, trauma Action Regularly review data and evaluate practices that promote and prioritise inclusion and engagement PL for teachers to engage with students in setting and monitoring learning goals Engage students in the implementation of Anti Bullying policies and programs Use ArtSEL program to promote positive and home school partnership Use data such as student feedback and resilience survey to inform the devlopment of responsive and targetted well being programs Investigate how to improve student motivation to learning

	Health and wellbeing	Embedding	The school strengthens the Health and Well being of our students through our: ArtSEL Programs - Scope and Sequence/ Home links Parent Surveys Parent/Teacher communication Daily Communication by emails, on COMPASS, Instagram, DOJO, phone, notes from Health Centre, ArtSEL Announcements, Socially Speaking Social Skills Program Information Around Healthy Lifestyles- Catching On Early SKIPS Referral for Community Support Services School Policies - Child Safe Code of Conduct/ Duty of Care/ First Aid Policy/ Equal Opportunity Policy/ Student Well being and Engagement/Sun smart/swimming School Wide Positive Behavior Overview Future action Involve: Continue to develop SWPB and ArtSEL Audit of curriculum to ensure explicit teaching of H&WB curriculum Use of data to monitor effectiveness of programs Continue to develop community health links to meet student needs e.g. Mental Health, family issues Continue to improve the relationship that teachers have with students especially re. self worth, resilience etc
	Intellectual engagement and self-awareness	Evolving	Evidence of Intellectual engagement and self awareness: SOLO Taxonomy - planning for depth of learning Growth Mindset Thinking Curriculum Differentiated Teaching and Learning ILP Learning Goals Assessment Schedule Scope and Sequence Planners Instructional Model Identified Areas for further work: Link the Critical and Creative Thinking curriculum to green level thinking in SOLO Taxonomy planners PD for teachers in how to set shared learning goals for every student. Build capacity of teachers to include greater student choice in their learning sequences PD on effectively analysing data across level teams to set appropriate learning goals for students.

Community engagement in learning	Building communities	Embedding moving towards Excelling	Our whole school approach to well being includes responsive, student-centered support; trauma informed practice; School Wide Positive Behaviour Support Framework for all Students at Tiers 1, 2 and 3; Restorative Practices and Parents as Partners. Essex Heights PS has systems e.g. Student Management Team, Compass Chronicles, etc.to monitor the progress and well being of students. EHPS liaises with external agencies to support families to better engage with their child's learning and well being e.g. school nurse, links with community organisations, enrichment activities for extension students e.g. Maths Olympiad, extra curricular activities e.g. Chess, engagement with service clubs e.g. Lion's Club - Licola Camp, Kid's Hope, partnerships with other agencies e.g Life ed, LINK community health, dental van, OSHC, The school promotes a supportive PFA, Parent representative program, parent/family activities e.g. welcome picnic & school fete. PFA, School Council, and the broader Community are brought together through an by empowered Junior School Council who lead the school's Social Justice program. A range of Transition programs (including Assisted Transition) are in place to support students' journey into, through and out of the school e.g. links with preschool centers, Prep and Senior school Orientation programs, MAT program. Communication is enabled through an 'open door' approach, the Compass portal, newsletters and web Future Actions Identify the barriers to engagement Communication issues with some families e.g. religious or cultural barriers Work towards parents having greater transparency accessing child achievements and goals e.g. compass student mapping tool and continuum Review the format of parent information evenings Improve school website for improved access to information Ensure new teachers to the school have the necessary training and understanding to inform the work that is being done Continue to build workforce capacity in response to community needs

	Global citizenship	Evolving	Students develop Global Citizenship through: Explicit teaching of our school's values Our school's philosophy of Student Inclusion ArtSEL Celebration Days - Harmony Day, Indonesian Day, Remembrance Day; ANZAK Day, Pink Stumps Day SRI Recycling/Sustainability Programs Curriculum e.g. Indigenous studies, ethics Behind the News ARISS - linking with the International Space Station Student Leadership programs including: Senior school leaders, Leadership & Multicultural Program (LAMP) Junior School Council projects e.g. East Timor Classroom monitors and student responsibilities Next steps Global Citizenship: School Audit re explicit content in the curriculum Gaining support of community groups to enrich the program Students involved in social justice programs The school involved in community initiatives that relate to unsustainable practices around the globe Build skills to use ICT to connect globally, enhance learning and develop collaborative learning projects

| | Networks with schools, services and agencies | Embedding | EHPS has a strong and on-going history of networking beyond the school to utilise existing services and providers to support identified student needs, enhance student learning, improve teacher capabilities and build links within and across the community. In addition EHPS has developed and participated in creating and supporting a number of innovative and responsive programs. e.g. in 2015-7, a highly traumatised student with severe behaviour disorder attended our school. EHPS, Monash SFYS and TESSA collaborated to develop a specialised program for this student including a series of 1:1 sessions, a holiday program, a series of small group sessions and then a Secondary School Assisted Transition program which was also taken up by at risk students from a number of (government and independent) feeder primary schools. The program was highly successful and the student now successfully attends secondary school.

Student Referral process in place

Further examples of Networking with schools, services and agencies:
FISO Group - HughesdalePS, Mount Waverley North PS
Ashwood Alliance
Manningham and Monash Network Principal Network
School Links with service agencies e.g. Neighbourhood watch, Lions Club and Rotary
Assistant Principals Network
School Focussed Youth - targeted programs e.g. Resilience Survey, SKIPS - Support and staff PD (Mental Health
Monash Council links - PD for parents
Deakin Uni Partnerships re STEM, Digital Literacies etc
ARISS - link with Amateur Radio and NASA
EHPS Transition Program & Prep Transition Program
Transition with Essex Juniors Pre school
Secondary Transition programs e.g. Ashwood HS, MWSC
School Visits through PDP days
Staff links with EAL network and Bentleigh East PS
Music in the community e.g. Oxfam
Junior School Council involvement in community / Community Projects e.g. Retirement Village, East Timor
Story Dogs
TESSA staff PD
Kids Hope
Camp experiences including Somers and Licola (Lion's club for disadvantaged students) camps
Variety |
|---|---|---|---|

Parents and carers as partners	Embedding moving towards Excelling	Evidence of Parent Carer involvement at Essex Heights contributing to student learning,health and well being. PFA Reporting Outline ILP's SSG's Newletters Homework Parent Helpers School Policies School Council Complaints Policy ArtSEL Homelinks Compass Student of The Week Baik Sakali Rewards School Tours Mothers Day Parent Forum Behavior Management Plans

Enter your reflective comments	School Review Findings To what extent does the school effectively use evidence of learning to achieve growth for every student? •Common assessment tasks were being completed and analysed using a variety of evidence, however, the collation of assessment was inconsistent in practice. •Team meeting agendas included a focus on Teaching and Learning and Assessment, but an inconsistency existed across teams as to how they were addressed, and type of evidence used. •Planning documents supported differentiation, but was inconsistency of practice with how differentiation was implemented. •Teachers were using EAL continuums as a reporting tool. Many teachers indicated that they required further professional learning re. meet the needs of EAL students and use of continuum. To what extent does the school provide opportunities for students' voice and agency to improve their learning and wellbeing? •Variance in teacher understanding of the difference between student voice and student agency and how students could input into curriculum planning. •Learning intentions and success criteria were in place in every classroom. Students were both aware of and how to use, learning intentions and success criteria. •Feedback was being used by all classroom teachers in different forms: teacher to student, student to student, student to teacher and self. •Student learning goals were evident in some classrooms but little evidence of how goals were tracked and inconsistency in the duration. •Input into curriculum planning and implementation by students was limited. •Planning documents - little evidence of the planning for student voice and agency. •Little evidence of group discussions or activities that provided everyone with a voice. To what extent is the school effectively engaging in and creating inclusive community partnerships? •School was endeavouring to include a variety of translation options - EAL •Teachers inconsistent methods of Comm. with families
Considerations for 2020	The School Review Panel recommends the following key directions for the next School Strategic Plan: • Improving Literacy and numeracy outcomes, particularly improving writing across the school and numeracy in Year 5 • Meeting the learning needs of all EAL students • Student voice and agency in their learning • Maximising success for all students by strengthening community partnerships. The sequencing of these priorities will vary depending upon the implementation of the various KIS.
Documents that support this plan	School Review Report 2018 - Essex Heights Report draft edited.docx (0.27 MB)

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.
Improve student outcomes in literacy and numeracy.	Yes	By 2022 reduce NAPLAN numeracy low growth to 18 percent or less and high growth to at or above 30 percent.	To reduce NAPLAN Low growth in Numeracy from 23 % in 2018 to 22% and To increase NAPLAN High Growth in Numeracy from 20% in 2018 to 22%
		By 2022 increase the percentage of students with high growth in Writing and Reading to be at or above similar schools.	To increase NAPLAN High Growth in Writing from 26% in 2018 to 28% and To increase NAPLAN High Growth in Reading from 31% in 2018 to 32%
		By 2022 improve the percentage endorsement of teachers and principal class in the Staff Opinion survey in the components of Teacher Collaboration to 70 percent or more, Guaranteed Viable Curriculum to 65 percent or more and Academic Emphasis to 85 percent or more.	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Teacher Collaboration from 67% in 2018 to 68% endorsement Guaranteed Viable Curriculum from 69% in 2018 to 70% endorsement Academic Emphasis from 74% in 2018 to 77% endorsement
		By 2022 improve the component of Student Voice and Agency in the Attitudes to School Student survey to a minimum positive response percentage of 88 percent.	To increase Student Voice and Agency in ATSS from 77% in 2018 to 78% positive response
		By 2022 improve the component of Student Voice and Agency in the Parent Opinion survey to a minimum positive response percentage of 85 percent.	To increase Student Voice and Agency in Parent Opinion Survey from 75% in 2018 to 77% positive response
		By 2022 improve the components of Promote Student Ownership of Learning Goals from 64 percent to a minimum of 79 percent and Use Student Feedback to Improve Practice from 52 percent to a minimum of 67 percent in the Staff Opinion survey.	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Student Ownership of Learning Goals from 79% in 2018 to 80% endorsement Use Student Feedback to Improve Practice from 52% in 2018 to 71% endorsement
		By 2022 improve the component of Teacher Concern in the Attitudes to School Student survey to a minimum positive response percentage of 90 percent.	To increase Teacher Concern in ATSS from 82% in 2018 to 84% positive response
		By 2022 improve the component of Teacher Communication in the Parent Opinion survey to a minimum positive response percentage of 85 percent.	To increase Teacher Communication in the Parent Opinion Survey from 76% in 2018 to 79%

		By 2022 improve the components of Collective Responsibility and Collective Focus on Student Learning in the Staff Opinion survey to a minimum positive response percentage of 85 percent.	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Collective Responsibility from 85% in 2018 to 86% endorsement Collective Focus on Student Learning from 81% in 2018 to 82%% endorsement

Goal 1	Improve student outcomes in literacy and numeracy.
12 Month Target 1.1	To reduce NAPLAN Low growth in Numeracy from 23 % in 2018 to 22% and To increase NAPLAN High Growth in Numeracy from 20% in 2018 to 22%
12 Month Target 1.2	To increase NAPLAN High Growth in Writing from 26% in 2018 to 28% and To increase NAPLAN High Growth in Reading from 31% in 2018 to 32%
12 Month Target 1.3	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Teacher Collaboration from 67% in 2018 to 68% endorsement Guaranteed Viable Curriculum from 69% in 2018 to 70% endorsement Academic Emphasis from 74% in 2018 to 77% endorsement

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to cater for diversity within the classroom.	Yes
KIS 2 Evaluating impact on learning	Build teacher capacity and leadership to track and monitor student progress to inform future learning.	Yes
KIS 3 Building practice excellence	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies.	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.	An analysis of the school's NAPLAN data identified that relative low growth in Numeracy had remained above 20 percent for two years and was higher than similar and network schools. There was also misalignment between teacher judgement and NAPLAN results for students working below expected level in Numeracy. Although student relative low growth in Writing had remained under 20 percent high gain in Writing continued to be below similar schools.	
Goal 2	Empower students' agency and voice in their learning.	
12 Month Target 2.1	To increase Student Voice and Agency in ATSS from 77% in 2018 to 78% positive response	
12 Month Target 2.2	To increase Student Voice and Agency in Parent Opinion Survey from 75% in 2018 to 77% positive response	
12 Month Target 2.3	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Student Ownership of Learning Goals from 79% in 2018 to 80% endorsement Use Student Feedback to Improve Practice from 52% in 2018 to 71% endorsement	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and agency.	Yes
KIS 2 Empowering students and building school pride	Embed the high impact teaching strategies that support student voice and agency.	No
KIS 3 Empowering students and building school pride	Co-design opportunities for students to exercise authentic agency in their own learning.	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.	The School Review found that there was inconsistency in the process for student goal setting, tracking and monitoring. There was little evidence of students having the power to direct and take responsibility for their learning as well as incorporate real life contexts of learning beyond the classroom.	

Goal 3	Build a positive climate for learning.
12 Month Target 3.1	To increase Teacher Concern in ATSS from 82% in 2018 to 84% positive response
12 Month Target 3.2	To increase Teacher Communication in the Parent Opinion Survey from 76% in 2018 to 79%
12 Month Target 3.3	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Collective Responsibility from 85% in 2018 to 86% endorsement Collective Focus on Student Learning from 81% in 2018 to 82%% endorsement

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Embed practices that enhance student social and emotional learning.	Yes
KIS 2 Building practice excellence	Build staff capacity to engage in peer to peer feedback to develop their professional practice.	Yes
KIS 3 Parents and carers as partners	Strengthen community partnerships to have a whole of community commitment to the school's vision, values and high expectation policies to support a learning environment that maximises success for all students.	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.	The school's EAL enrolment increased by more than 19 percent during the 2015-2018 SSP. Data from the Parent Opinion and Staff Opinion surveys indicated that communication and engagement with the school was an area for improvement. Teachers were using a variety of methods to communicate with all parents which were not achieving full engagement.	

Define Actions, Outcomes and Activities

Goal 1	Improve student outcomes in literacy and numeracy.
12 Month Target 1.1	To reduce NAPLAN Low growth in Numeracy from 23 % in 2018 to 22% and To increase NAPLAN High Growth in Numeracy from 20% in 2018 to 22%
12 Month Target 1.2	To increase NAPLAN High Growth in Writing from 26% in 2018 to 28% and To increase NAPLAN High Growth in Reading from 31% in 2018 to 32%
12 Month Target 1.3	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Teacher Collaboration from 67% in 2018 to 68% endorsement Guaranteed Viable Curriculum from 69% in 2018 to 70% endorsement Academic Emphasis from 74% in 2018 to 77% endorsement
KIS 1 Building practice excellence	Build teacher capacity to cater for diversity within the classroom.
Actions	Research, understand and agree upon whole school implementation of differentiated teaching practices. (HITS 10) Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Literacy and Numeracy. (PP 4, HITS 10) Develop teacher self-efficacy in improving their own practice and develop a culture of continual improvement. (FISO Improvement Cycle, Learning Sprints)
Outcomes	Leaders and teachers will be able to analyse and use a range of student data to inform their planning to meet the needs of all learners. Leaders and teachers will know how to differentiate their teaching and assessment practices to cater for all learners, especially for EAL students. Teachers and leaders will work collaboratively within a PLT structure, using the FISO Improvement Cycle, to improve their practice. Teachers will be able to understand their own impact on student outcomes. Teachers will feel confident that they can make a difference for all learners. Teachers and leaders will have a greater focus on improving academic outcomes. Students will experience increased growth in Literacy and Numeracy outcomes. Students will experience increased engagement in their learning.
Success Indicators	Whole school assessment schedule. Leadership and Level Team minutes highlighting collaborative analysis of student data. Planning documents highlighting a range of assessment methods used. Planning documents highlighting the implementation of agreed teaching strategies that allow for differentiation of learning activities. Professional learning presentations and resources. PLT meeting minutes. Meeting the Goal 1 12-month targets. Attitudes to school survey. School Staff Survey. A range of student data.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Research, understand and agree upon whole school implementation of differentiated teaching practices in collaboration with Melb. Uni. Team. (PP 4, HITS 10) with a view to Excelling in HITS 10.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$6,000.00 ☐ Equity funding will be used

Staff PD on - individual and team engagement activities implementing Practice Principle 4. - FISO Improvement Cycle - HITS elements 1,2,3,4,8,10 - ICT, including Compass and Google Docs to support curriculum planning and documentation.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used
Peer observation process embedded with a focus on catering for all learners.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Set up timetables, schedules and planners to optimise collaborative opportunities for teachers and teams and to facilitate professional learning delivery.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use the DET Numeracy and Literacy Strategy Phase 2 resources to coach and support teachers including diagnosis of data. Staff teams undertake learning sprints.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Complete the Bastow Leading Literacy course and design and begin implementation of initiative to improve teaching and learning in reading.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,500.00 ☐ Equity funding will be used
Provide leadership training and mentoring to develop a staffing profile with high level skills in improving literacy and numeracy. This will include external expertise, e.g. Bastow, Melb. Uni, Blackburn English Language School.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Monitor progress and provide feedback through learning walks.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Participate in peer observation process.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Ensure strategies are included in individual PDPs.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Revise the PLT structure for 2019 and embed the FISO Improvement Cycle.	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Work with intervention team to develop consistency in approaches to support the implementation of a differentiated curriculum.	☑ All Staff ☑ Assistant Principal ☑ Education Support ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Equity funding will be used

KIS 2 Evaluating impact on learning	Build teacher capacity and leadership to track and monitor student progress to inform future learning.
Actions	Ensure rigorous assessment practices and feedback inform teaching and learning. Implement Practice Principle 6 and HITS 2 and 8. Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.
Outcomes	Principal Team Understand and share with staff how multiple forms of assessment and feedback inform teaching and learning practices, student engagement and achievement Leaders and teachers will be able to analyse and use a range of student data to inform their planning to meet the needs of all learners. Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives. Focus on As and For earning. Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards Teachers analyse student achievement data to improve their practice Students will be able to use feedback to articulate their next level of learning.
Success Indicators	Targets for Goal 1 year 1 are met. Professional learning schedule Meeting minutes Bastow course undertaken by Assistant Principal, Learning Specialist and Teacher. Improved assessment reflected in planning documents (assessment strategies 'For' learning), assessment schedule, data management systems. Tabled on meeting agendas about using data effectively in the planning cycle. Goal in staff PDP. EAL and intervention team documentation and reports. Student reports.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
ICT team formed to review and improve data management system.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☐ Equity funding will be used
Research, understand and agree upon whole school implementation of rigorous assessment processes and feedback in collaboration with Melb. Uni. Team. (PP 6, HITS 2 and 8) with a view to Excelling in FISO Dimension of Evaluating Impact on Learning.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☐ Equity funding will be used

			from:	
Staff PD on - individual and team engagement activities implementing Practice Principle 6. - FISO Improvement Cycle - HITS elements 2,8 - ICT, including Compass and Google Docs to support data collection and student tracking.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use the DET Numeracy and Literacy Strategy Phase 2 resources to coach and support teachers including diagnosis of data. Staff teams undertake learning sprints.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Build leadership capacity to lead best practice in assessment and data e.g. develop school wide processes for assessment, analysis and moderation in literacy and numeracy, including why, how, when, what; include authentic, fit for purpose assessment.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used
Revise the PLT structure for 2019 and embed the FISO Improvement Cycle.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Ensure strategies are included in individual PDPs.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Continue to strengthen student and teacher feedback practices.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Building practice excellence	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies.
Actions	Provide staff with opportunities for ongoing professional learning. Lead the implementation of HITS elements with a focus on differentiated teaching in Literacy and Numeracy. Support teachers to understand DET FISO Improvement Strategy for continuous practice improvement. Practice Principle 5 and 7 are applied across the school.
Outcomes	Principal Class / Leadership: Prioritise time for teachers to regularly collaborate in PLTs to embed HITS relevant to the school instructional model. Provide access to whole school PL on the HITS. A staffing profile with high level skills and strengths to embed the targeted HITS in classrooms. Consistency of practice across the school and additional support is provided where needed. A culture of reflection and continual improvement exists among all staff with increasing self-efficacy. Learning Specialists: Facilitate PLTs for Literacy and Numeracy which monitor the implementation of learning sprints with a focus on the HITS. All teachers will welcome and benefit from modelling and support to improve the implementation of the HITS. Students will be able to: Articulate individualised Learning Goals in Writing / Reading/ Numeracy and track their progress against these goals

Reflect on their learning following whole group instruction and identify the appropriate 'masterclass' for their 'where to next'.
Engage in 2-way feedback with their teachers.
Understand the lesson routine.
Have access to multiple examples.
Understand learning goals and success criteria.
Can choose learning activities based on learning goals.
Are supported to meet their learning goals.

Teachers:
use evidence to differentiate learning goals for groups of students based on need
provide realistic but challenging goals, and recognise effort towards achieving them.
explain to students the steps in the lesson.
make clear connections between the learning goals, activities and assessment tasks
design worked examples that are accessible to students (self-explanatory) and unpacks the learning process, highlighting options available to arrive at the correct solution
structure feedback to support further learning
use a variety of learning and assessment strategies
set open ended tasks for students to work at different levels and paces.

Success Indicators	Whole school assessment schedule. Leadership and Level Team minutes highlighting work on the HITS. Planning documents highlighting a range targeted HITS (1, 2, 4, 8, 10). Professional learning presentations and resources. PLT and level team meeting minutes. Meeting the Goal 1 12-month targets. Attitudes to school survey. School Staff Survey. A range of student achievement data.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peer observation process embedded with a focus on catering for all learners.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Staff PD on - individual and team engagement activities implementing Practice Principle 5 and 7. - FISO Improvement Cycle - HITS elements 1,2,4,8,10	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used
Research, understand and agree upon whole school implementation of HITS in collaboration with Melb. Uni. Team. (PP 5 and 7, HITS 1,2,4,8,10).	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Use the DET Numeracy and Literacy Strategy Phase 2 resources to coach and support teachers to include HITS in their classrooms. Utilise FISO improvement cycle to support staff teams to undertake learning sprints.	☑ Learning Specialist(s) ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Empower students' agency and voice in their learning.
12 Month Target 2.1	To increase Student Voice and Agency in ATSS from 77% in 2018 to 78% positive response

12 Month Target 2.2	To increase Student Voice and Agency in Parent Opinion Survey from 75% in 2018 to 77% positive response
12 Month Target 2.3	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Student Ownership of Learning Goals from 79% in 2018 to 80% endorsement Use Student Feedback to Improve Practice from 52% in 2018 to 71% endorsement
KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and agency.
Actions	Principal Class / Leadership: Provide staff with opportunities for ongoing professional learning. Lead the implementation of HITS elements 1, 5 and 8 with a focus on student voice and agency. Support teachers to understand DET FISO Improvement Strategy for continuous practice improvement. Ensure Practice Principle 3 is applied across the school. Learning Specialists: Develop staff capacity and model best practice in student voice and agency through peer observation, modelling, reflection, mentoring and feedback. Focus on understanding the differences in learning between girls and boys. Focus on understanding the learning needs of EAL students. Utilise the DET numeracy and literacy strategy Phase 2 resources. Year Level Coordinators: Model and drive an understanding of student voice and agency in the classroom. Teachers: Develop an understanding of and be able to articulate HITS that promote student voice and agency. Trial the implementation of practices that promote student voice and agency in classrooms. Education Support Staff: Develop an understanding of and be able to articulate HITS that promote student voice and agency.
Outcomes	Principal Class / Leadership: Provision of ongoing training to understand student voice and agency. Understand and share with all staff that: when students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives, their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement. Lead and Model the FISO Improvement Strategy. Learning Specialists: Facilitate PLTs for Literacy and Numeracy which monitor the implementation of learning sprints. Will work with staff to ensure the lessons are student focused with clear goals that can be articulated by the students. Students will be able to: • articulate individualised Learning Goals in Writing / Reading/ Numeracy/ SEL • track their progress against these goals • reflect on their learning following whole group instruction and identify the appropriate 'masterclass' for their 'where to next'. Student Conferences will be key pedagogical practice for setting personalised learning goals for Writing / Reading/ Numeracy growth in all classrooms. Teachers: Capacity built in teachers to place student needs at the centre of program planning and delivery. Teachers: • analyse a range of student data to design learning programs with multiple entry points • select and use a range of resources, including digital tools, to enhance learning • incorporate real life contexts and learning beyond the classroom • explore co-design opportunities for students to exercise authentic agency in their own learning.

| Success Indicators | Principal Class / Leadership:
1. Whole school annual professional learning plan in place. Individual and team engagement activities for Practice Principle 3 undertaken.
2. Learning walk-through, to assess school readiness and needs to embed student voice and agency.
3. Ongoing collaboration with Language of Learning (Melbourne University) Team.

Learning Specialists:
Undertaken PD to strengthen their understanding of and capacity to support staff in the development of student voice and agency.
Minutes of leadership meeting reflect engagement with student voice and agency.

Students:
•   can choose learning activities based on agreed goals in some literacy and numeracy learning sequences.
•   are assessed against prior achievements, rather than against other students' work

Teachers:
•   Use pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths
•   provide students with realistic, challenging goals, and recognise effort
•   use a range of teaching strategies that support different abilities and ways of thinking and learning
•   set open-ended tasks that allow students to work at different levels and paces
•   use group and targeted interventions to remediate learning difficulties
Validation through classroom observation; student feedback; Assessment and Planning documentation; Compass and EHPS Data Manager; Individual Learning Plans (ILPs) and Behaviour Management Plans (BMPs), Classroom daily planners; EAL and Intervention Program documentation. |

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff PD on Individual and team engagement activities implementing Practice Principle 3 and HITS 1, 5, 8.	☑ All Staff	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Research, understand and agree upon whole school implementation of student voice and agency in collaboration with Melb. Uni. Team. (PP 3).	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Selected staff trial strategies that promote student voice and agency in literacy and numeracy.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	Build a positive climate for learning.
12 Month Target 3.1	To increase Teacher Concern in ATSS from 82% in 2018 to 84% positive response
12 Month Target 3.2	To increase Teacher Communication in the Parent Opinion Survey from 76% in 2018 to 79%
12 Month Target 3.3	To increase the % endorsement of teachers and principal class in the Staff Opinion survey in: Collective Responsibility from 85% in 2018 to 86% endorsement Collective Focus on Student Learning from 81% in 2018 to 82%% endorsement
KIS 1	Embed practices that enhance student social and emotional learning.

Intellectual engagement and self-awareness	
Actions	Principal Class / Leadership: Provide staff with opportunities for ongoing professional learning including individual and team based engagement activities. Lead the implementation of programs and HITS elements that support students' social and emotional learning. Support teachers to understand DET FISO Improvement Strategy for continuous practice improvement. Ensure Practice Principle 2 is applied across the school. Year Level Coordinators: Model and drive an understanding of student social and emotional learning. Teachers: Develop an understanding of and be able to articulate HITS, classroom strategies, programs and approaches that enhance students' social and emotional learning. Work collaboratively to implement practices that promote student social and emotional learning for all students in the classroom and the playground. Maintain a safe, supportive and inclusive learning environment. Education Support Staff: Maintain a safe, supportive and inclusive learning environment. Provide additional support for tier 2 and 3 students.

Outcomes	Principal Class / Leadership:
	1.a) Provide schedules and timetabling to allow teachers to regularly collaborate in teams to use evidence, monitor learning progress and develop differentiated curriculum plans in relation to student wellbeing, personal learning and social competencies.
	  b) Facilitate a whole school professional learning plan which includes targeted whole school learning and allocated, regular meeting times for PLC's.
	  c) Build a staffing profile with high level skills and strengths for the delivery of targeted professional learning including coaching and mentoring (YLC development, PSD and ArtSEL Specialist, EAL and Intervention Team).
	
	2.a) Understand and share with all staff that: when the teacher maintains a safe, supportive and inclusive learning environment, students will be motivated, collaborative and productive.
	
	ArtSEL and PSD Specialists:
	Facilitate professional learning for social and emotional learning for all students.
	Make relevant data accessible for whole-school, level, cohort and individual students.
	Will work with staff to ensure the lessons are student focused with clear goals that can be articulated by the students.
	
	Students will be able to:
	• articulate individualised Learning Goals in social emotional learning.
	• track their progress against these goals.
	• Co-designs learning behavior and protocols.
	• Works in collaborative teams.
	• Student Conferences will be key pedagogical practice for setting personalised learning goals for social, emotional learning growth in all classrooms.
	
	Teachers:
	maintain a safe supportive and inclusive learning environment with a focus on building student social, emotional capability.
	• build quality relationships that enhance student engagement, self-confidence and growth as a learner.
	• Teachers develop student capacity to collaboration.
	• Teachers ensure all students ccultural backreounds, needs and abiliities are recognised in the learning program.

Success Indicators	Principal Class / Leadership: Whole school and Team schedules and timetables. Leadership meeting minutes reflect ongoing discussion and implementation regarding progress and needs of teams and PLC's. Whole school annual professional learning plan in place. Individual and team engagement activities for Practice Principle 2 undertaken. Fidelity in SWPBS implementation for level 1, 2 and 3 students e.g. ArtSEL, SULP, Lego Therapy, Zones of Regulation, Sensory Program. ArtSEL and PSD Coordinators: Timetabled SEL program and associated home links in place. Targeted programs and strategies in place for tier 2 and 3 students.

Minutes will provide evidence of an on-going focus on the KIS throughout the school at all levels.
ILPs and BMPs in place for at risk students

Students:
- can choose learning activities based on agreed goals
- are assessed against agreed effort and behavior matrix
- show growth in personal and interpersonal learning.

Targets 3.1 and 3.3 for Goal 3, year 1 met.
Teachers demonstrate implementation of ArtSEL and tier 2 and 3 strategies and programs.
ILP's, BMP's and SSG minutes.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff PD on Individual and team engagement activities implementing - FISO Improvement Cycle - HITS element 5 - collaborative learning - Practice Principle 2	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Coaching and mentoring for staff (teachers, ESSOs) to build capacity in targeted provision of strategies for tier 2 and 3 students.	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review and improve transition program for students entering, moving through and transitioning out of primary school. Eg. Starting Up, Starting Out program, assisted transition program, Prep Orientation program, Story time, teacher-to-teacher end of year hand-over conference.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Strengthen and maintain liason with a broad range of external providers in relation to student wellbeing and SEL.	☑ Assistant Principal	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Build staff capacity to engage in peer to peer feedback to develop their professional practice.
Actions	Principal Class / Leadership: Provide professional learning about the peer observation process. Understand and share with all staff that: When teachers improve their knowledge and skills using evidence-based strategies, they are more precise and purposeful in their practice. Ensure Practice Principle 7 is applied across the school. Support teachers to understand DET FISO Improvement Strategy for continuous practice improvement. Learning Specialists: Model and drive an understanding of the cycle of peer observation. Teachers: Teachers evaluate the impact of teaching on learning by analysing multiple sources of data. Teachers identify and target areas for professional learning. Teachers draw on current research and use an inquiry improvement cycle. Teachers challenge and support each other to improve practice. Education Support Staff

	identify and target areas for professional learning. draw on current research and use an inquiry improvement cycle. challenge and support each other to improve practice.
Outcomes	Principal Class / Leadership: 1.a) Align Peer observation cycle with the AIP KIS's in particular implementation of HITS. Reflected in teacher and ESO PDP. b) Monitor evidence of change of practice following feedback. 2. Lead and Model the FISO Improvement Strategy. Learning Specialists: Facilitate professional learning for implementation of peer observation. Students will Show improved attitudes to school and learning. Provide feedback to teachers regarding their practice. Teachers and Education Support Staff: regularly undertake peer observation and provides feedback on teaching practice collaborate with colleagues to trial and refine application of high impact teaching strategies seek expert practitioner advice, coaching and mentoring.
Success Indicators	Principal Class / Leadership: Whole school and Team schedules and timetables. Leadership meeting minutes reflect ongoing discussion and implementation regarding progress and needs of teams and PLC's. Whole school annual professional learning plan in place. Individual and team engagement activities for Practice Principle 7 undertaken. PL presentations, ongoing collaboration with Language of Learning (Melbourne University) Team. Teachers PDP goals and evidence Learning Specialists: Timetable and schedule for Literacy and Numeracy Learning Specialists. Minutes will provide evidence of an on-going focus on the KIS throughout the school at all levels. Assessment schedule in place and data manager updated. Students: An increased positive response to Teacher Concern in ATSS. Teachers: Peer observation record sheets. Participation in PD. PDP documentation, reflection and evidence demonstrate Improvement in Literacy and numeracy teaching to cater for diversity.(agreed learning sprints)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff PD on Individual and team engagement activities implementing - FISO Improvement Cycle - Practice Principle 7	☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Coaching and mentoring for staff (teachers, ESSOs) to build capacity in peer observation and feedback.	☑ Education Support ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Peer Observation is used as a tool for evidence for Performance and Development Plan reviews.	☑ All Staff	☐ PLP Priority	from: Term 4	$0.00

			to: Term 4	☐ Equity funding will be used
Timetables and schedules in place to support peer observation and reflection in partners and teams. Use of ICT to capture some learning to facilitate observations.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,200.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Equity Spend ($)
Equity funding associated with Activities and Milestones	$5,000.00	$5,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$5,000.00	$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Provide leadership training and mentoring to develop a staffing profile with high level skills in improving literacy and numeracy. This will include external expertise, e.g. Bastow, Melb. Uni, Blackburn English Language School.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$2,000.00	$2,000.00
Work with intervention team to develop consistency in approaches to support the implementation of a differentiated curriculum.	from: Term 1 to: Term 2	☑ Professional development (excluding CRT costs and new FTE)	$3,000.00	$3,000.00
Totals			$5,000.00	$5,000.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Research, understand and agree upon whole school implementation of differentiated teaching practices in collaboration with Melb. Uni. Team. (PP 4, HITS 10) with a view to Excelling in HITS 10.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Bastow program/course ☑ External consultants Language of Learning - Hattie team from University of Melbourne.	☑ On-site
Staff PD on - individual and team engagement activities implementing Practice Principle 4. - FISO Improvement Cycle - HITS elements 1,2,3,4,8,10 - ICT, including Compass and Google Docs to support curriculum planning and documentation.	☑ All Staff	from: Term 1 to: Term 2	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Learning Specialist ☑ External consultants Compass Education training provider	☑ On-site
Use the DET Numeracy and Literacy Strategy Phase 2 resources to coach and support teachers including diagnosis of data. Staff teams undertake learning sprints.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist	☑ On-site
Complete the Bastow Leading Literacy course and design and begin implementation of initiative to improve teaching and learning in reading.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist	☑ Off-site Bastow Institute
Provide leadership training and mentoring to develop a staffing profile with high level skills in improving literacy and numeracy. This will include external expertise, e.g. Bastow, Melb. Uni, Blackburn English Language School.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Regional Leadership Conferences	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Language of Learning - Hattie team from University of Melbourne. ☑ Departmental resources DET Literacy and Numeracy Resources	☑ On-site
Work with intervention team to develop consistency in approaches to support the implementation of a differentiated curriculum.	☑ All Staff ☑ Assistant Principal	from: Term 1	☑ Planning	☑ Professional Practice Day	☑ Internal staff ☑ Learning Specialist	☑ On-site

	☑ Education Support ☑ Learning Specialist(s) ☑ Principal	to: Term 2	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Departmental resources PSD Guidelines EAL Resources Literacy & Numeracy Strategy	
Research, understand and agree upon whole school implementation of rigorous assessment processes and feedback in collaboration with Melb. Uni. Team. (PP 6, HITS 2 and 8) with a view to Excelling in FISO Dimension of Evaluating Impact on Learning.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Language of Learning - Hattie team from University of Melbourne.	☑ On-site
Staff PD on - individual and team engagement activities implementing Practice Principle 6. - FISO Improvement Cycle - HITS elements 2,8 - ICT, including Compass and Google Docs to support data collection and student tracking.	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Assessment and Reporting Guidelines	☑ On-site
Use the DET Numeracy and Literacy Strategy Phase 2 resources to coach and support teachers including diagnosis of data. Staff teams undertake learning sprints.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources DET Numeracy and Literacy Strategy	☑ On-site
Build leadership capacity to lead best practice in assessment and data e.g. develop school wide processes for assessment, analysis and moderation in literacy and numeracy, including why, how, when, what; include authentic, fit for purpose assessment.	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants Language of Learning - Hattie team from University of Melbourne.	☑ On-site
Staff PD on - individual and team engagement activities implementing Practice Principle 5 and 7. - FISO Improvement Cycle - HITS elements 1,2,4,8,10	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources HITS	☑ On-site
Research, understand and agree upon whole school implementation of HITS in collaboration with Melb. Uni. Team. (PP 5 and 7, HITS 1,2,4,8,10).	☑ School Improvement Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ External consultants	☑ On-site

				☑ Timetabled Planning Day ☑ PLC/PLT Meeting	Language of Learning - Hattie team from University of Melbourne. ☑ Departmental resources HITS	
Use the DET Numeracy and Literacy Strategy Phase 2 resources to coach and support teachers to include HITS in their classrooms. Utilise FISO improvement cycle to support staff teams to undertake learning sprints.	☑ Learning Specialist(s) ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ Departmental resources DET Numeracy and Literacy Strategy	☑ On-site
Staff PD on Individual and team engagement activities implementing Practice Principle 3 and HITS 1, 5, 8.	☑ All Staff	from: Term 3 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Practice Principles 3 Amplify	☑ On-site
Research, understand and agree upon whole school implementation of student voice and agency in collaboration with Melb. Uni. Team. (PP 3).	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 3 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants Language of Learning - Hattie team from University of Melbourne. ☑ Departmental resources Amplify	☑ On-site
Staff PD on Individual and team engagement activities implementing - FISO Improvement Cycle - HITS element 5 - collaborative learning - Practice Principle 2	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Practice Principles Amplify	☑ On-site
Coaching and mentoring for staff (teachers, ESSOs) to build capacity in targeted provision of strategies for tier 2 and 3 students.	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources SWPBS	☑ On-site
Strengthen and maintain liason with a broad range of external providers in relation to student wellbeing and SEL.	☑ Assistant Principal	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Various including SFYS	☑ On-site
Staff PD on Individual and team engagement activities implementing	☑ Leadership Team ☑ Principal	from: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day	☑ Internal staff ☑ Learning Specialist	☑ On-site

- FISO Improvement Cycle - Practice Principle 7		to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources Practice Principles	
Coaching and mentoring for staff (teachers, ESSOs) to build capacity in peer observation and feedback.	☑ Education Support ☑ Learning Specialist(s)	from: Term 1 to: Term 1	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Peer Observation	☑ On-site