

# 2019 Annual Implementation Plan

## for improving student outcomes

Eastwood Primary School (4702)



Submitted for review by Rukshana Verzijl (School Principal) on 29 December, 2018 at 05:30 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

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

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

<b>Enter your reflective comments</b>	<p>A whole-school professional learning plan supports the school's identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data. Staff have had extensive and ongoing professional development in this area and have demonstrated a much improved capacity.</p> <p>The structured timetable allows the professional learning teams to work collaboratively to review and develop their practice and to monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice, however this needs to be formalised in the future as it is not consistent in all teams.</p> <p>Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. This data is discussed at team meetings, PLC meetings and also at Case management meetings.</p> <p>Individual and group professional learning is strictly connected to the AIP goals and identified areas of need in teacher capacity. There is a growing school culture that values and supports ongoing professional learning to evaluate and improve teaching practice.</p> <p>Due to the intense team structures in place, teachers are collectively responsible for improving instructional practices to</p>
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	<p>achieve progress in learning for all students and reduce variations in learning outcomes between classes. This has been a focus at this school for the last three years and is now an expected practice. Ever</p>
<p><b>Considerations for 2020</b></p>	<p>Although the school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback need to be coordinated and formalised. Teaching teams need to regularly observe and provide feedback on teaching, with support and input from leaders and input from students.</p> <p>The further implementation of PLC structures will allow teachers to use student learning data to diagnose their own development priorities. These will be included in their own Professional Development Plans in 2019. In this way they will be able to review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.</p> <p>PLC structures implemented in 2019 will allow teachers to engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices.</p> <p>Models of best practice from local and international contexts will inform the school's professional learning.</p> <p>The introduction of learning specialists in Literacy, Numeracy and Well being and the subsequent investment and time provided will demonstrate the importance that the school places in building teacher capabilities.</p> <p>School leaders will facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To increase the percentage of students who achieve twelve months' growth or more in literacy and numeracy annually.																																																																			
<b>Target 1.1</b>	<p><b><u>NAPLAN</u></b></p> <p>In literacy and numeracy in Years 3 and 5:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students to reflect LGA means in the top two bands of NAPLAN.</li> <li>• Decrease the percentage of students at or below the National Minimum Standard (NMS).</li> </ul> <p>Learning Growth</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5.</li> <li>• Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy, according to NAPLAN.</li> </ul> <p><b><u>Teacher judgements:</u></b></p> <p>Increase the percentages of students above expected levels and decrease the percentages below.</p> <p><b>Literacy</b></p> <table border="1" data-bbox="667 1029 1729 1305"> <thead> <tr> <th rowspan="2">2016</th> <th colspan="2">Reading &amp; Viewing</th> <th colspan="2">Speaking &amp; Listening</th> <th colspan="2">Writing</th> </tr> <tr> <th>Above</th> <th>Below</th> <th>Above</th> <th>Below</th> <th>Above</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td><b>Prep</b></td> <td>33.3%</td> <td>2.0%</td> <td>41.2%</td> <td>0.0%</td> <td>35.3%</td> <td>0.0%</td> </tr> <tr> <td><b>Yr 1</b></td> <td>36.0%</td> <td>0.0%</td> <td>22.0%</td> <td>0.0%</td> <td>34.0%</td> <td>0.0%</td> </tr> <tr> <td><b>Yr 2</b></td> <td>46.5%</td> <td>4.7%</td> <td>11.6%</td> <td>2.3%</td> <td>39.5%</td> <td>7.0%</td> </tr> <tr> <td><b>Yr 3</b></td> <td>41.7%</td> <td>6.3%</td> <td>25%</td> <td>10.4%</td> <td>27.1%</td> <td>18.8%</td> </tr> <tr> <td><b>Yr 4</b></td> <td>34.8%</td> <td>6.5%</td> <td>26.1%</td> <td>8.7%</td> <td>28.3%</td> <td>13%</td> </tr> <tr> <td><b>Yr 5</b></td> <td>33.3%</td> <td>6.1%</td> <td>18.2%</td> <td>6.1%</td> <td>30.3%</td> <td>6.1%</td> </tr> <tr> <td><b>Yr 6</b></td> <td>33.3%</td> <td>5.6%</td> <td>22.2%</td> <td>0.0%</td> <td>25%</td> <td>8.3%</td> </tr> </tbody> </table>						2016	Reading & Viewing		Speaking & Listening		Writing		Above	Below	Above	Below	Above	Below	<b>Prep</b>	33.3%	2.0%	41.2%	0.0%	35.3%	0.0%	<b>Yr 1</b>	36.0%	0.0%	22.0%	0.0%	34.0%	0.0%	<b>Yr 2</b>	46.5%	4.7%	11.6%	2.3%	39.5%	7.0%	<b>Yr 3</b>	41.7%	6.3%	25%	10.4%	27.1%	18.8%	<b>Yr 4</b>	34.8%	6.5%	26.1%	8.7%	28.3%	13%	<b>Yr 5</b>	33.3%	6.1%	18.2%	6.1%	30.3%	6.1%	<b>Yr 6</b>	33.3%	5.6%	22.2%	0.0%	25%	8.3%
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<b>Prep</b>	42%	1%	42%	0%	38%	0%
<b>Yr 1</b>	47%	0%	25%	0%	38%	0%
<b>Yr 2</b>	50%	4%	22%	2%	40%	5%
<b>Yr 3</b>	46%	4%	27%	3%	30%	10%
<b>Yr 4</b>	46%	6%	28%	5%	32%	10%
<b>Yr 5</b>	42%	5%	28%	5%	32%	5%
<b>Yr 6</b>	43%	5%	33%	0.0%	32%	5%

### Numeracy

2016	Measurement & Geometry		Number & Algebra		Statistics & Probability	
	Above	Below	Above	Below	Above	Below
<b>Prep</b>	53.7%	0.0%	56.7%	0.0%	56.7%	0.0%
<b>Yr 1</b>	29.0%	1.6%	35.5%	0.0%	22.6%	0.0%
<b>Yr 2</b>	37.3%	2.0%	43.1%	2.0%	23.5%	2.0%
<b>Yr 3</b>	29.4%	9.8%	29.4%	7.8%	27.5%	9.8%
<b>Yr 4</b>	25.0%	5.8%	28.8%	5.8%	26.9%	7.7%
<b>Yr 5</b>	19.4%	8.3%	22.2%	8.3%	16.7%	8.3%
<b>Yr 6</b>	14.3%	9.5%	28.6%	9.5%	11.9%	9.5%
2020	Measurement & Geometry		Number & Algebra		Statistics & Probability	
	Above	Below	Above	Below	Above	Below
<b>Prep</b>	56%	0%	60%	0%	60%	0%
<b>Yr 1</b>	30%	1%	38%	0%	25%	0%
<b>Yr 2</b>	40%	2%	45%	2%	27%	2%
<b>Yr 3</b>	30%	4%	38%	5%	29%	4%
<b>Yr 4</b>	30%	3%	35%	5%	29%	5%
<b>Yr 5</b>	30%	8%	33%	8%	35%	7%
<b>Yr 6</b>	33%	8%	38%	9%	40%	8%

**School staff survey – Factors to monitor from 2016 results - Percent Endorsement Scores (Teachers)**

<b>School Climate</b>	<b>2016</b>	<b>2020</b>
Collective efficacy	75.6%	79.4%
Academic emphasis	63.9%	72.8%
Teacher collaboration	57.8%	69.8%
Guaranteed and viable curriculum	68.2%	78.2%

<b>School Leadership</b>	<b>2016</b>	<b>2020</b>
Instructional leadership	61.9%	76.47%

**Key Improvement Strategy 1.a**  
Building practice excellence

Develop a whole school instructional approach to teaching and learning in literacy, numeracy

**Goal 2**

To empower students to have voice and choice in their learning.

**Target 2.1**

**School staff survey – Factors to monitor from 2016 results - Percent Endorsement Scores (Teachers)**

<b>School Climate</b>	<b>2016</b>	<b>2020</b>
Collective responsibility	77.7%	80%
Trust in students and parents	70.0%	76%
Collective focus on student learning	77.7%	88%

Teaching and Learning module – all factors

Professional learning – selected factors

**Parent surveys – Factors to monitor from 2016 results- School means**

<b>School Climate</b>	<b>2016</b>	<b>2020</b>
Stimulating learning	5.82	6.0
Reporting	5.15	6.0

Learning focus	5.57	6.0
General satisfaction	5.67	6.0

<b>School Engagement</b>	<b>2016</b>	<b>2020</b>
Student motivation	5.81	6.0

**Student surveys - Factors to monitor from 2016 results - Percentiles by Gender Yrs 5-6)**

	2016		2020	
	Females	Males	Females	Males
<b>Teaching &amp; Learning</b>				
Learning confidence	4.48	4.05	5.00	5.00
School connectedness	4.61	4.01	5.00	4.50
Stimulating learning	4.31	3.70	4.50	4.50
Student motivation	4.79	4.36	5.00	5.00
Teacher effectiveness	4.62	4.20	5.00	5.00
Teacher empathy	4.71	4.27	5.00	5.00

**Key Improvement Strategy 2.a**

Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers, through a visible learning approach.



Empowering students and building school pride																																								
<b>Goal 3</b>	To build a truly inclusive school community.																																							
<b>Target 3.1</b>	<p><b><u>School staff survey - Factors to monitor from 2016 results</u></b></p> <table border="1" data-bbox="667 491 1451 619"> <thead> <tr> <th>School Climate</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Trust in students and parents</td> <td>72.1%</td> <td>76%</td> </tr> <tr> <td>Parent and community involvement</td> <td>76.9%</td> <td>81%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>72.4%</td> <td>88%</td> </tr> </tbody> </table> <table border="1" data-bbox="667 708 1451 863"> <thead> <tr> <th>School Leadership</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Cultural leadership</td> <td>60.7%</td> <td>73%</td> </tr> <tr> <td>Parent and community involvement, Engagement, and outreach</td> <td>66.7%</td> <td>81%</td> </tr> <tr> <td>Visibility</td> <td>64.0%</td> <td>70%</td> </tr> </tbody> </table> <p><b><u>Parent opinion surveys - Mean factor scores</u></b></p> <table border="1" data-bbox="667 952 1451 1107"> <thead> <tr> <th>School Climate</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.36</td> <td>6.00</td> </tr> <tr> <td>Approachability</td> <td>5.54</td> <td>6.00</td> </tr> <tr> <td>Parent input</td> <td>4.84</td> <td>5.50</td> </tr> <tr> <td>General Satisfaction</td> <td>5.67</td> <td>6.00</td> </tr> </tbody> </table>	School Climate	2016	2020	Trust in students and parents	72.1%	76%	Parent and community involvement	76.9%	81%	Collective focus on student learning	72.4%	88%	School Leadership	2016	2020	Cultural leadership	60.7%	73%	Parent and community involvement, Engagement, and outreach	66.7%	81%	Visibility	64.0%	70%	School Climate	2016	2020	School Improvement	5.36	6.00	Approachability	5.54	6.00	Parent input	4.84	5.50	General Satisfaction	5.67	6.00
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<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Positive Education - focusing on specific skills that assist students, teachers and parents to strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.																																							



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target				
<p>To increase the percentage of students who achieve twelve months' growth or more in literacy and numeracy annually.</p>	<p>Yes</p>	<p><b><u>NAPLAN</u></b></p> <p>In literacy and numeracy in Years 3 and 5:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students to reflect LGA means in the top two bands of NAPLAN.</li> <li>• Decrease the percentage of students at or below the National Minimum Standard (NMS).</li> </ul> <p>Learning Growth</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5.</li> <li>• Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy, according to NAPLAN.</li> </ul> <p><b><u>Teacher judgements:</u></b></p> <p>Increase the percentages of students above expected levels and decrease the percentages below.</p> <p><b>Literacy</b></p> <table border="1" data-bbox="786 1342 1583 1401"> <tr> <td data-bbox="786 1342 896 1401">2016</td> <td data-bbox="896 1342 1126 1401">Reading &amp; Viewing</td> <td data-bbox="1126 1342 1357 1401">Speaking &amp; Listening</td> <td data-bbox="1357 1342 1583 1401">Writing</td> </tr> </table>	2016	Reading & Viewing	Speaking & Listening	Writing	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN YEAR 3</p> <ul style="list-style-type: none"> <li>- Writing from 417 to 422</li> <li>- Spelling from 385 to 425</li> </ul> <p>YEAR 5</p> <ul style="list-style-type: none"> <li>- Writing 489 (maintain mean)</li> <li>- Spelling from 497 to 505</li> </ul> <p>Teacher Judgements</p> <p>Writing</p> <ul style="list-style-type: none"> <li>- increase high growth from 29.5% to 31%</li> <li>- decrease low growth 6.8% (maintain low growth)</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>- increase high growth from 13.3% to 25%</li> <li>- decrease low growth from 26.7% to 14%</li> </ul>
2016	Reading & Viewing	Speaking & Listening	Writing				

	Above	Below	Above	Below	Above	Below
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<b>Yr 4</b>	34.8%	6.5%	26.1%	8.7%	28.3%	13%
<b>Yr 5</b>	33.3%	6.1%	18.2%	6.1%	30.3%	6.1%
<b>Yr 6</b>	33.3%	5.6%	22.2%	0.0%	25%	8.3%

2020	Reading & Viewing		Speaking & Listening		Writing	
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<b>Prep</b>	42%	1%	42%	0%	38%	0%
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Reporting	5.15	6.0
Learning focus	5.57	6.0
General satisfaction	5.67	6.0

<b>School Engagement</b>	<b>2016</b>	<b>2020</b>
Student motivation	5.81	6.0

**Student surveys - Factors to monitor from 2016 results - Percentiles by Gender Yrs 5-6)**

	2016		2020	
	Females	Males	Females	Males
Learning confidence	4.48	4.05	5.00	5.00
School connectedness	4.61	4.01	5.00	4.50
Stimulating learning	4.31	3.70	4.50	4.50
Student motivation	4.79	4.36	5.00	5.00
Teacher effectiveness	4.62	4.20	5.00	5.00
Teacher empathy	4.71	4.27	5.00	5.00

to 90%  
 - Student motivation increase from 80% to 90%

Student Survey - Percentage Endorsement (Years 4 to 6)  
 - Learning confidence increase from 85% to 90%  
 - School connectedness increase from 75% to 80%  
 - Stimulating learning increase from 89% to 95%  
 - Student motivation increase from 83% to 90%  
 - Effective teaching time increase from 91% to 95%  
 - Teacher concern increase from 84% to 90%

To build a truly inclusive school community.

Yes

**School staff survey - Factors to monitor from 2016 results**

School Staff Survey: Percent Endorsement Prin/Teach.

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<b>Goal 1</b>	To increase the percentage of students who achieve twelve months' growth or more in literacy and numeracy annually.
<b>12 Month Target 1.1</b>	NAPLAN YEAR 3 - Writing from 417 to 422 - Spelling from 385 to 425 YEAR 5 - Writing 489 (maintain mean) - Spelling from 497 to 505 Teacher Judgements Writing - increase high growth from 29.5% to 31% - decrease low growth 6.8% (maintain low growth)

	<p>Spelling</p> <ul style="list-style-type: none"> <li>- increase high growth from 13.3% to 25%</li> <li>- decrease low growth from 26.7% to 14%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop a whole school instructional approach to teaching and learning in literacy, numeracy	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.	Although the school has explicit instructional models and systems for collaboration, more opportunities need to be developed to facilitate classroom observation and the modelling of effective classroom practice and feedback. Teaching teams need to regularly observe and provide feedback on teaching with support and input from leaders and students.	
<b>Goal 2</b>	To empower students to have voice and choice in their learning.	
<b>12 Month Target 2.1</b>	<p>School staff survey Percent Endorsement Mean Scores (All Staff) in:</p> <ul style="list-style-type: none"> <li>- Collective responsibility 91.7% (maintain)</li> <li>- Trust in students and parents increase from 67.5% to 78.82%</li> <li>- Collective focus on student learning increase from 85.4% to 90%</li> </ul> <p>Parent Opinion Survey - Percentage Endorsement</p> <ul style="list-style-type: none"> <li>- Stimulating learning increase from 88% to 95%</li> <li>- High expectations for success increase from 89% to 95%</li> <li>- General satisfaction increase from 84% to 90%</li> <li>- Student motivation increase from 80% to 90%</li> </ul> <p>Student Survey - Percentage Endorsement (Years 4 to 6)</p> <ul style="list-style-type: none"> <li>- Learning confidence increase from 85% to 90%</li> <li>- School connectedness increase from 75% to 80%</li> </ul>	



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<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers, through a visible learning approach.	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.	Teachers need to expand and refine a repertoire of High Impact Teaching Strategies and integrate them into their daily practice. This year will be spent building knowledge and skills in the use of agreed HITS and also be referenced in teacher PDPs.	
<b>Goal 3</b>	To build a truly inclusive school community.	
<b>12 Month Target 3.1</b>	<p>School Staff Survey: Percent Endorsement Prin/Teach. Parent and community involvement from 81.3% to 90% Collective focus on student learning from 85.6% to 90%</p> <p>Parent Opinion Survey: School Improvement from 75% to 85% Parent participation and involvement from 87% to 95% General Satisfaction from 84% to 90%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Positive Education - focusing on specific skills that assist students, teachers and parents to strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Diversity and understanding of others needs to be promoted and celebrated within the school and evidence of knowledge and support from community members with diverse cultural and linguistics backgrounds needs to be included in class and school programs. The school needs to regularly review its data and evaluate practices that promote and prioritise inclusion and engagement across the school community.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To increase the percentage of students who achieve twelve months' growth or more in literacy and numeracy annually.
<b>12 Month Target 1.1</b>	<p>NAPLAN YEAR 3 - Writing from 417 to 422 - Spelling from 385 to 425 YEAR 5 - Writing 489 (maintain mean) - Spelling from 497 to 505 Teacher Judgements Writing - increase high growth from 29.5% to 31% - decrease low growth 6.8% (maintain low growth) Spelling - increase high growth from 13.3% to 25% - decrease low growth from 26.7% to 14%</p>
<b>KIS 1</b> Building practice excellence	Develop a whole school instructional approach to teaching and learning in literacy, numeracy
<b>Actions</b>	<p>Explicit instruction in the Craft of Writing, particularly with a focus on Language Use and Word Choice Continue to embed the Workshop Model using the High Impact Teaching strategies for both Writing and Reading Continue use of The Fountas and Pinnell Literacy Continuum to support Writing Planning and student goals Teach students to “read like a writer” using high quality mentor texts Embed consistent use of the Writer’s Notebook throughout the school Continue to consolidate teacher capacity in knowledge and instruction of English Orthography Establish “wonder walls” to continue to foster fascination and inquiry mindset about words Continue to use Structured Word Inquiry and THRASS Continue to develop teacher capacity in knowledge and instruction of Vocabulary, particularly with Tier Two words Development of scheduled Parent/Volunteer Literacy and Numeracy training Learning Specialist to facilitate professional learning as needed Use of peer observations to improve impact of explicit teaching practices Further implementation of the e5 instructional model in Maths including planning support for all teams by the Numeracy Learning</p>

	<p>Specialist  Continuation of Numeracy and Literacy moderation activities  Case Management Meetings to support dialogue about student learning  Consistent use of Compass Continuum for formative assessment in Numeracy  Implementation of PLC's in each level with a focus on both literacy and numeracy across the year  Support by the Learning Specialists for PLC's particularly in the analysis of data and by providing professional learning targeted to needs of the students  Continuation of extension and support groups for students identified as significantly above and below level in Numeracy and Literacy  Further professional learning for staff in the effective implementation and analysis of MOI/EOI and PAT assessments</p>
<p><b>Outcomes</b></p>	<p>LITERACY  Students  - spelling and writing achievements improve.  - using strategies e.g. Writers notebooks  - consistently demonstrate learned strategies in their writing.  Teachers -  - have a detailed understanding of English Orthography.  - demonstrate strong spelling knowledge and accompanying pedagogical content knowledge.  - planning documents include HITS.  - case management documentation indicates high-level data literacy.  - Input of data on Analytics and Data Wall  - implementing consistent whole school practices  Leaders  - implementation of scheduled professional development  - whole school data collection  - prioritised spending on Literacy resources  - leadership training  - Implementation of Professional Learning Communities processes  NUMERACY  Students  - Improvement in all areas of numeracy  - using strategies e.g. demonstrating their reasoning skills by articulating their thinking  - consistently demonstrate learned strategies in numeracy.  - demonstrate a Growth Mindset  Teachers -  - have a detailed understanding of developmental stages in all areas of numeracy</p>

	<ul style="list-style-type: none"> <li>- develop strong numeric knowledge and accompanying pedagogical content knowledge.</li> <li>- planning documents include HITS.</li> <li>- case management documentation indicates high-level data literacy.</li> <li>- Input of data on Analytics and Data Wall</li> <li>- implementing consistent whole school practices</li> <li>- Embed practices that promote a Growth Mindset</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- implementation of scheduled professional development</li> <li>- whole school data collection</li> <li>- leadership training</li> <li>- Implementation of Professional Learning Communities processes</li> </ul>
<p><b>Success Indicators</b></p>	<p>LITERACY</p> <p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> <li>- Writing from 417 to 422</li> <li>- Spelling from 385 to 425</li> </ul> <p>YEAR 5</p> <ul style="list-style-type: none"> <li>- Writing maintain mean of 489</li> <li>- Spelling from 497 to 505</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- increase high growth from 29.5% to 31%</li> <li>- maintain or lower low growth of 6.8%</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>- increase high growth from 13.3% to 25%</li> <li>- decrease low growth from 26.7% to 14%</li> </ul> <p>NUMERACY</p> <p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> <li>- Numeracy from 385 to 410</li> </ul> <p>YEAR 5</p> <ul style="list-style-type: none"> <li>- Numeracy from 501.6 to 505</li> </ul> <p>NAPLAN Relative Growth score</p> <ul style="list-style-type: none"> <li>- increase high growth from 24.4% to 30%</li> </ul>

	- decrease low growth from to 26.7% to 20%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Ensure timetables accommodate 10 hours of literacy and 5 hours numeracy each week</p> <p>Budget allowance for classroom libraries in new classrooms</p> <p>Budget allowance for maintenance of Maths and Literacy resources across the school, including teacher reference material</p> <p>Review of Assessment Schedule, including the programming of tracking and monitoring of data on Compass Analytics and Data Wall</p> <p>Oversee program of Case Management Meetings to support dialogue about student learning</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$38,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>To develop teacher capacity to implement explicit instruction in the Craft of Writing, particularly with a focus on Language Use and Word Choice</p> <p>Support teachers to continue to embed the Workshop Model using the High Impact Teaching strategies for both Writing and Reading</p> <p>Monitor the continued use of The Fountas and Pinnell Literacy Continuum to support Writing Planning and student goals</p> <p>Continue to consolidate teacher capacity in knowledge and instruction of English Orthography</p> <p>Continue to develop teacher capacity in knowledge and instruction of Vocabulary, particularly with Tier Two words</p> <p>Development of scheduled Parent/Volunteer Literacy and Numeracy training</p> <p>Learning Specialist to facilitate professional learning as needed</p> <p>Facilitate peer observations to improve impact of explicit teaching practices</p> <p>Further professional development in the e5 instructional model in Maths including planning support for all teams by the Numeracy</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Learning Specialist Facilitate Case Management Meetings to support dialogue about student learning Implementation of PLC's in each level with a focus on both literacy and numeracy across the year Support by the Learning Specialists for PLC's particularly in the analysis of data and by providing professional learning targeted to needs of the students Continuation of extension and support groups for students identified as significantly above and below level in Numeracy and Literacy Further professional learning for staff in the effective implementation and analysis of MOI/EOI and PAT assessments</p>				
<p>Implement explicit instruction in the Craft of Writing, particularly with a focus on Language Use and Word Choice Continue to embed the Workshop Model using the High Impact Teaching strategies for both Writing and Reading Continue use of The Fountas and Pinnell Literacy Continuum to in Writing Planning and student goals Teach students to "read like a writer" using high quality mentor texts Embed consistent use of the Writer's Notebook throughout the school Establish "wonder walls" to continue to foster fascination and inquiry mindset about words Continue to use Structured Word Inquiry and THRASS Use of peer observations to improve impact of explicit teaching practices Further implementation of the e5 instructional model in Maths Involvement in Numeracy and Literacy moderation activities Involvement in Case Management Meetings to support dialogue about student learning Consistent use of Compass Continuum for formative assessment in Numeracy</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00  <input type="checkbox"/> Equity funding will be used</p>

Involvement in PLCs in each level with a focus on both literacy and numeracy across the year.				
Budget the resourcing of a Literacy and EAL support teacher	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$104,228.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To empower students to have voice and choice in their learning.			
<b>12 Month Target 2.1</b>	<p>School staff survey Percent Endorsement Mean Scores (All Staff) in:</p> <ul style="list-style-type: none"> <li>- Collective responsibility 91.7% (maintain)</li> <li>- Trust in students and parents increase from 67.5% to 78.82%</li> <li>- Collective focus on student learning increase from 85.4% to 90%</li> </ul> <p>Parent Opinion Survey - Percentage Endorsement</p> <ul style="list-style-type: none"> <li>- Stimulating learning increase from 88% to 95%</li> <li>- High expectations for success increase from 89% to 95%</li> <li>- General satisfaction increase from 84% to 90%</li> <li>- Student motivation increase from 80% to 90%</li> </ul> <p>Student Survey - Percentage Endorsement (Years 4 to 6)</p> <ul style="list-style-type: none"> <li>- Learning confidence increase from 85% to 90%</li> <li>- School connectedness increase from 75% to 80%</li> <li>- Stimulating learning increase from 89% to 95%</li> <li>- Student motivation increase from 83% to 90%</li> <li>- Effective teaching time increase from 91% to 95%</li> <li>- Teacher concern increase from 84% to 90%</li> </ul>			
<b>KIS 1</b> Empowering students and building school pride	Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers, through a visible learning approach.			



<b>Actions</b>	<p>Develop strategies to allow for visible learning and feedback in literacy and numeracy          PLC to include development of visible learning in all areas          Scheduled professional development in visible learning and feedback          Use of AITSL teacher online survey, Pivot survey, POS and ATSS to monitor impact of strategies          Use of 'I can' statements in literacy and numeracy to provide students with feedback and to set challenging goals          Implement student agency/feedback groups in Literacy, Numeracy and Wellbeing</p>
<b>Outcomes</b>	<p>Students</p> <ul style="list-style-type: none"> <li>- Use of self regulation and goal setting strategies</li> <li>- Confidence in learning</li> <li>- Developed motivation and interest</li> <li>- Increased student voice and agency</li> <li>- Able to articulate the learning intentions and success criteria of the lesson</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- Developed understanding of the concept of student voice and feedback</li> <li>- Implementation of consistent whole school visible practices including appropriate Learning Intentions and Success Criteria</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- Scheduled professional development</li> <li>- Evidence of action research in the area of visible learning</li> <li>- Documentation of whole school practice</li> </ul>
<b>Success Indicators</b>	<p>School staff survey          Percent Endorsement Mean Scores (All Staff) in:</p> <ul style="list-style-type: none"> <li>- Collective responsibility 91.7% (maintain)</li> <li>- Trust in students and parents increase from 67.5% to 78.82%</li> <li>- Collective focus on student learning increase from 85.4% to 90%</li> </ul> <p>Parent Opinion Survey - Percentage Endorsement</p> <ul style="list-style-type: none"> <li>- Stimulating learning increase from 88% to 95%</li> <li>- High expectations for success increase from 89% to 95%</li> <li>- General satisfaction increase from 84% to 90%</li> <li>- Student motivation increase from 80% to 90%</li> </ul>

	Student Survey - Percentage Endorsement (Years 4 to 6) - Learning confidence increase from 85% to 90% - School connectedness increase from 75% to 80% - Stimulating learning increase from 89% to 95% - Student motivation increase from 83% to 90% - Effective teaching time increase from 91% to 95% - Teacher concern increase from 84% to 90%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate professional development in visible learning and feedback Monitor Implementation of AITSL teacher online survey, Pivot survey, POS and ATSS to monitor impact of strategies Monitor impact of strategies	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop teacher capacity to allow for visible learning and feedback in literacy and numeracy Lead PLC development of visible learning in all areas Scheduled professional development in visible learning and feedback Implement student agency/feedback groups in Literacy, Numeracy and Wellbeing	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement strategies to allow for visible learning and feedback in literacy and numeracy Incorporate visible learning strategies through the PLC process Participate in professional development of visible learning and feedback Use of AITSL teacher online survey, Pivot survey, POS and ATSS to monitor impact of strategies Use of 'I can' statements in literacy and numeracy to provide	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

students with feedback and to set challenging goals				
<b>Goal 3</b>	To build a truly inclusive school community.			
<b>12 Month Target 3.1</b>	<p>School Staff Survey: Percent Endorsement Prin/Teach. Parent and community involvement from 81.3% to 90% Collective focus on student learning from 85.6% to 90%</p> <p>Parent Opinion Survey: School Improvement from 75% to 85% Parent participation and involvement from 87% to 95% General Satisfaction from 84% to 90%</p>			
<b>KIS 1</b> Empowering students and building school pride	Positive Education - focusing on specific skills that assist students, teachers and parents to strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.			
<b>Actions</b>	<p>Participate in Maroondah network Positive Education initiative Schedule of Positive Education PD for all staff members Schedule of Positive Education for student reps (JSC) Schedule of community education around Positive Education Involvement in Maroondah Council Positive Education network meetings Implement Parent feedback forums and information sessions for student well being Development of Peer Meditation program including Year 5 students Involvement in Maroondah Youth Wellbeing survey Leaders will attend Wellbeing and Positive Ed conference</p>			
<b>Outcomes</b>	<p>Student Increased sense of connectedness Increased sense of inclusion Developed personal capabilities at school Developed positive strategies to manage conflict resolutions and build resilience Increased respect for diversity</p> <p>Leaders/Teacher</p>			

	<p>Developed trust in students and parents seen in staff survey  Increased parent and community involvement  Collective focus on student learning</p> <p>Parents/community members  Increased belief in school Improvement  Increased percentage of parent participation and involvement  Increased general satisfaction in school procedures and practices</p>			
<b>Success Indicators</b>	<p>School Staff Survey: Percent Endorsement Prin/Teach.  Parent and community involvement from 81.3% to 90%  Collective focus on student learning from 85.6% to 90%</p> <p>Parent Opinion Survey:  School Improvement from 75% to 85%  Parent participation and involvement from 87% to 95%  General Satisfaction from 84% to 90%</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continued participation in Maroondah network Positive Education framework Implement Parent feedback forums and information sessions for student well being Implement Maroondah Youth Wellbeing survey Support of Peer Meditation program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continued participation in Maroondah network Positive Education framework Schedule of Positive Education PD for all staff members Schedule of Positive Education for student reps (JSC) Schedule of community education around Positive Education Involvement in Maroondah Council Positive Education network meetings	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used

<p>Implement Parent feedback forums and information sessions for student well being</p> <p>Development of Peer Meditation program including Year 5 students</p> <p>Involvement in Maroondah Youth Wellbeing survey</p> <p>Leaders will attend Wellbeing and Positive Ed conference</p>				
<p>Participate in Positive Education PD</p> <p>Support of Peer Meditation program including Year 5 students</p> <p>Involvement in Maroondah Youth Wellbeing survey</p> <p>Implementation of School Wellbeing scope and sequence</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Appointment of Chaplain to support social/emotional/mental wellbeing</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$124,228.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$124,228.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Budget the resourcing of a Literacy and EAL support teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$104,228.00	
Appointment of Chaplain to support social/emotional/mental wellbeing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	
<b>Totals</b>			<b>\$124,228.00</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
<p>Implement explicit instruction in the Craft of Writing, particularly with a focus on Language Use and Word Choice</p> <p>Continue to embed the Workshop Model using the High Impact Teaching strategies for both Writing and Reading</p> <p>Continue use of The Fountas and Pinnell Literacy Continuum to in Writing Planning and student goals</p> <p>Teach students to “read like a writer” using high quality mentor texts</p> <p>Embed consistent use of the Writer’s Notebook throughout the school</p> <p>Establish “wonder walls” to continue to foster fascination and inquiry mindset about words</p> <p>Continue to use Structured Word Inquiry and THRASS</p> <p>Use of peer observations to improve impact of explicit teaching practices</p> <p>Further implementation of the e5 instructional model in</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning</p> <p><input checked="" type="checkbox"/> Design of formative assessments</p> <p><input checked="" type="checkbox"/> Moderated assessment of student learning</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day</p> <p><input checked="" type="checkbox"/> Professional Practice Day</p> <p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p> <p><input checked="" type="checkbox"/> Timetabled Planning Day</p> <p><input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Literacy expertise</p> <p><input checked="" type="checkbox"/> PLC Initiative</p> <p><input checked="" type="checkbox"/> Internal staff</p> <p><input checked="" type="checkbox"/> Learning Specialist</p> <p><input checked="" type="checkbox"/> Literacy Leaders</p>	<p><input checked="" type="checkbox"/> On-site</p>



<p>Maths Involvement in Numeracy and Literacy moderation activities Involvement in Case Management Meetings to support dialogue about student learning Consistent use of Compass Continuum for formative assessment in Numeracy Involvement in PLCs in each level with a focus on both literacy and numeracy across the year.</p>						
<p>Develop teacher capacity to allow for visible learning and feedback in literacy and numeracy Lead PLC development of visible learning in all areas Scheduled professional development in visible learning and feedback Implement student agency/feedback groups in Literacy, Numeracy and Wellbeing</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Implement strategies to allow for visible learning and feedback in literacy and numeracy Incorporate visible learning strategies through the PLC process</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Participate in professional development of visible learning and feedback Use of AITSL teacher online survey, Pivot survey, POS and ATSS to monitor impact of strategies Use of 'I can' statements in literacy and numeracy to provide students with feedback and to set challenging goals</p>				<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>		
<p>Continued participation in Maroondah network Positive Education framework Schedule of Positive Education PD for all staff members Schedule of Positive Education for student reps (JSC) Schedule of community education around Positive Education Involvement in Maroondah Council Positive Education network meetings Implement Parent feedback forums and information sessions for student well being Development of Peer Meditation program including Year 5 students Involvement in Maroondah</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Maroondah Council Positive Education Network</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site Maroondah Council Positive Education Network</li> </ul>

Youth Wellbeing survey Leaders will attend Wellbeing and Positive Ed conference						
Participate in Positive Education PD Support of Peer Meditation program including Year 5 students Involvement in Maroondah Youth Wellbeing survey Implementation of School Wellbeing scope and sequence	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site