

2019 Annual Implementation Plan

for improving student outcomes

Kinglake Primary School (2188)



Submitted for review by Deborah Keating (School Principal) on 11 December, 2018 at 01:29 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	We are on the second year of our SSG and have set new goals this year to work toward our SSP goals
Considerations for 2020	Budget allocation has changed due to foreseen needs. Staff numbers have dropped so delegation of jobs will be reduced - more on principal.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student outcomes in literacy and numeracy outcomes across the school
Target 1.1	<ul style="list-style-type: none"> • Increase the percent endorsement rating in the teachers’ opinion survey in the component of academic emphasis to 85% • Increase the percent endorsement rating in the teachers’ opinion survey in the component of active participation from 66.7 (2017) to 80% (2021) • Increase the percent endorsement rating in the teachers’ opinion survey in the component of feedback from 44% (2017)to 80% (2021) • Increase the percent endorsement rating in the student attitudes to school survey in the domain of stimulating learning environment from 76% (2017) to 86% (2021) • Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 80% (2021) • Increase the percent endorsement rating in the student attitudes to school survey in the domain of effective teaching time from 91% (2017) to 95% (2021) • Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2021) • Increase the percent endorsement rating in the parent attitudes to school survey in the domain of promoting positive behavior from 75% (2017) to 85% (2021) • Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy • Increase the percentage of students achieving high and medium growth in numeracy to 75% • Increase the percentage of students achieving high and medium growth in writing to 75% • Increase the percentage of students achieving high and medium growth in reading to 75% • To increase the percent of students in the Top 2 bands in Reading from 37% (2017) to 40% (2020) • To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2020) • To increase the percent of students in the Top 2 bands in Numeracy from 37% (2017) to 40% (2020)
Key Improvement Strategy 1.a	1. To improve the consistency of quality teaching and learning across the whole school.

Building practice excellence	
Key Improvement Strategy 1.b Building practice excellence	2. To improve the consistency and quality of differentiated teaching to improve individual outcomes
Goal 2	To improve the community connectedness through improved relationship with parents and community
Target 2.1	<ul style="list-style-type: none"> • To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% • To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% • To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% • To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% • To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 10% • To decrease the percent endorsement rating in the parents opinion survey in the component of experiencing bullying 17% - 10% • To increase the percent endorsement rating in the students opinion survey in the component of classroom behaviour 73% - 85% • To increase the percent endorsement rating in the students opinion survey in the component of managing bullying 80% - 90% • To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85% • •
Key Improvement Strategy 2.a	To investigate ways that community can constructively contribute to the school community

Building communities	
Key Improvement Strategy 2.b Building communities	Implement a range of measures to improve parent and community involvement and communication
Key Improvement Strategy 2.c Empowering students and building school pride	Create global citizenship awareness in students to develop resilient mindset and active participants in school values

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student outcomes in literacy and numeracy outcomes across the school	Yes	<ul style="list-style-type: none"> • Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85% • Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 80% (2021) • Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017) to 80% (2021) • Increase the percent endorsement rating in the student attitudes to school survey in the domain of stimulating learning environment from 76% (2017) to 86% (2021) • Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 80% (2021) • Increase the percent endorsement rating in the student attitudes to school survey in the domain of effective teaching time from 91% (2017) to 95% (2021) • Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2021) • Increase the percent endorsement rating in the parent attitudes to school survey in the domain of 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2019, the main focus will be on Literacy in particular Writing. In 2018 our Grade 5 writing was below state average in NAPLAN, along with spelling and grammar. Our relative growth in 2018 has shifted upwards, but still has 0% in high growth.</p> <p>Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85%</p> <ul style="list-style-type: none"> • Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 75% (2019) • Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017) to 65% (2019) • Increase the percent endorsement rating in the student attitudes to school survey in the domain of stimulating learning environment from 76% (2017) to 82% (2019) • Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 75%

		<p>promoting positive behavior from 75% (2017) to 85% (2021)</p> <ul style="list-style-type: none"> • Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy • Increase the percentage of students achieving high and medium growth in numeracy to 75% • Increase the percentage of students achieving high and medium growth in writing to 75% • Increase the percentage of students achieving high and medium growth in reading to 75% • To increase the percent of students in the Top 2 bands in Reading from 37% (2017) to 40% (2020) • To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2020) • To increase the percent of students in the Top 2 bands in Numeracy from 37% (2017) to 40% (2020) 	<p>(2019)</p> <ul style="list-style-type: none"> •Increase the percent endorsement rating in the student attitudes to school survey in the domain of effective teaching time from 91% (2017) to 95% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of promoting positive behavior from 75% (2017) to 82% (2019) •Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy •Increase the percentage of students achieving high and medium growth in numeracy to 75% •Increase the percentage of students achieving high and medium growth in writing to 75% •Increase the percentage of students achieving high and medium growth in reading to 75% •To increase the percent of students in the Top 2 bands in Reading from 37% (2017) to 40% (2019) •To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2019)
To improve the community connectedness through improved	Yes	<ul style="list-style-type: none"> • To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% 	<ul style="list-style-type: none"> •To increase the percent endorsement rating in the students opinion survey in the component of school connectedness

<p>relationship with parents and community</p>		<ul style="list-style-type: none"> • To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% • To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% • To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% • To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 10% • To decrease the percent endorsement rating in the parents opinion survey in the component of experiencing bullying 17% - 10% • To increase the percent endorsement rating in the students opinion survey in the component of classroom behaviour 73% - 85% • To increase the percent endorsement rating in the students opinion survey in the component of managing bullying 80% - 90% • To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85% • • 	<p>76% - 86%</p> <ul style="list-style-type: none"> •To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% •To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% •To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% •To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 10% •To decrease the percent endorsement rating in the parents opinion survey in the component of experiencing bullying 17% - 10% •To increase the percent endorsement rating in the students opinion survey in the component of classroom behaviour 73% - 85% •To increase the percent endorsement rating in the students opinion survey in the component of managing bullying 80% - 90% •To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85%
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Goal 1	To improve student outcomes in literacy and numeracy outcomes across the school	
12 Month Target 1.1	<p>In 2019, the main focus will be on Literacy in particular Writing. In 2018 our Grade 5 writing was below state average in NAPLAN, along with spelling and grammar. Our relative growth in 2018 has shifted upwards, but still has 0% in high growth. Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85%</p> <ul style="list-style-type: none"> •Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 75% (2019) •Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017) to 65% (2019) •Increase the percent endorsement rating in the student attitudes to school survey in the domain of stimulating learning environment from 76% (2017) to 82% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 75% (2019) •Increase the percent endorsement rating in the student attitudes to school survey in the domain of effective teaching time from 91% (2017) to 95% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of promoting positive behavior from 75% (2017) to 82% (2019) •Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy •Increase the percentage of students achieving high and medium growth in numeracy to 75% •Increase the percentage of students achieving high and medium growth in writing to 75% •Increase the percentage of students achieving high and medium growth in reading to 75% •To increase the percent of students in the Top 2 bands in Reading from 37% (2017) to 40% (2019) •To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2019) 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	1. To improve the consistency of quality teaching and learning across the whole school.	Yes
KIS 2 Building practice excellence	2. To improve the consistency and quality of differentiated teaching to improve individual outcomes	Yes

<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>Kinglake Primary School is focusing on two main FISO goals in, Building practice excellence and Empowering students and building school pride.</p> <p>Kinglake Primary has 2 key goals to achieve over the duration of this strategic plan;</p> <ol style="list-style-type: none"> 1. To improve literacy and numeracy outcomes across the school 2. To improve community connectedness through improved relationship with parents and wider community <p>The key goals were chosen based on student data and opinion surveys from students, staff and parents. Both goals are vital in achieving whole school goals of high expectations for all students. Based on current NAPLAN, on-demand and teacher judgement there is room to grow student performance and increase student outcomes across literacy and numeracy. A big focus in AIP 2018 was improvement on numeracy, in 2029 the main focus will be on Literacy - Writing. In achieving this goal, improvement to teacher practice, a robust feedback system and professional learning agenda is important. To achieve this goal over the four year lifespan of the strategic plan, key improvements such as a regular and targeted peer observation and feedback, identify and implement high impact teaching strategies (HITS), a targeted professional development plan, including Professional Learning Teams PLC focus and training, continued use of data collection and data literacy practices and the implementation of practices in-line with KPS instructional models for literacy and numeracy will be prioritised.</p>
<p>Goal 2</p>	<p>To improve the community connectedness through improved relationship with parents and community</p>
<p>12 Month Target 2.1</p>	<ul style="list-style-type: none"> •To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% •To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% •To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% •To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% •To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 5% •To decrease the percent endorsement rating in the parents opinion survey in the component of experiencing bullying 17% - 10% •To increase the percent endorsement rating in the students opinion survey in the component of classroom behaviour 73% - 90% •To increase the percent endorsement rating in the students opinion survey in the component of managing bullying 80% - 90% •To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	To investigate ways that community can constructively contribute to the school community	Yes
KIS 2 Building communities	Implement a range of measures to improve parent and community involvement and communication	Yes
KIS 3 Empowering students and building school pride	Create global citizenship awareness in students to develop resilient mindset and active participants in school values	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.	Based on responding to 2018 parent opinion surveys the connectedness of community and improved communication is also a key goal. Students survey showed in 2018 needs to match the parent survey. To achieve this goal over the four year lifespan of the strategic plan, key improvements such as a review of parent communication, parent involvement in the school and parent access to principals and information about own students.	

Define Actions, Outcomes and Activities

Goal 1	To improve student outcomes in literacy and numeracy outcomes across the school
12 Month Target 1.1	<p>In 2019, the main focus will be on Literacy in particular Writing. In 2018 our Grade 5 writing was below state average in NAPLAN, along with spelling and grammar. Our relative growth in 2018 has shifted upwards, but still has 0% in high growth. Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85%</p> <ul style="list-style-type: none"> •Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 75% (2019) •Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017)to 65% (2019) •Increase the percent endorsement rating in the student attitudes to school survey in the domain of stimulating learning environment from 76% (2017) to 82% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 75% (2019) •Increase the percent endorsement rating in the student attitudes to school survey in the domain of effective teaching time from 91% (2017) to 95% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2019) •Increase the percent endorsement rating in the parent attitudes to school survey in the domain of promoting positive behavior from 75% (2017) to 82% (2019) •Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy •Increase the percentage of students achieving high and medium growth in numeracy to 75% •Increase the percentage of students achieving high and medium growth in writing to 75% •Increase the percentage of students achieving high and medium growth in reading to 75% •To increase the percent of students in the Top 2 bands in Reading from 37% (2017) to 40% (2019) •To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2019)
KIS 1 Building practice excellence	1. To improve the consistency of quality teaching and learning across the whole school.
Actions	<ol style="list-style-type: none"> 1. Develop a whole school PLC, PLC cluster of local schools and participate in PLC regional training. 2. To create a four year plan for the review of literacy teaching and learning at KPS and document curriculum planners on all levels, program goals, targets and practices.

	<p>3. Create a system of regular teacher observation and feedback to support consistency of teaching and learning.</p> <p>4. Provide professional learning opportunities for staff that link to SSG and AIP 2018.</p> <p>5. To review our writing program, audit against the Vic curriculum and review consistency of teaching and learning.</p>
<p>Outcomes</p>	<p>The creation of a PLC team will allow for regular review, data monitoring of students and actioning of whole school goals and target. This will result in;</p> <ul style="list-style-type: none"> -improved identification of at risk students or student requiring extension -improved differentiation of learning and assessment -improved monitoring of IEP's -improved monitoring of student progress -improve relations between schools and staff -create effective teaching clusters of schools, year level teachers <p>A four year planner of literacy review at KPS will align goals to SSP and result in improved teacher practice and improve student engagement and outcomes in writing. This will result in;</p> <ul style="list-style-type: none"> -consistent teaching practice of writing across the school/ - create clear goals and actions to achieve improved student outcomes. -review use of writing checklist data to target individual needs. -improve differentiation techniques in writing to teach student point of need. -improve consistency of conferencing with students on a 2-3 week basis. -introduce and incorporate 6+1 Traits of writing into planning and practice. <p>Regular observation and feedback will result in improved consistency of teaching practice across the school.</p> <ul style="list-style-type: none"> -staff will reflect and analysis current practice against instructional model and advice from mentoring staff. -Staff will identify improvement or change of practice that will improve student engagement and learning -Staff will set goals around teaching practice and measure improve or effectiveness through student outcomes. <p>A targeted professional learning program;</p> <ul style="list-style-type: none"> -individualised PD programs for each staff member will target areas of practice that require improvement. -Leadership will consult with staff to identify areas on need and connect this to staff PDP. <p>Review writing program, audit against Vic curriculum and review consistency of teaching and learning</p> <ul style="list-style-type: none"> -Audit Big Write program against Vic Curriculum. -Review the consistency of teaching and learning across whole school.

Success Indicators	<p>The creation of a PLC team will allow for regular review, data monitoring of students and actioning of whole school goals and target.</p> <ul style="list-style-type: none"> -minutes from meeting and staff list -roster of learning course work and attendance <p>A four year planner of literacy review at KPS will align goals to SSP and result in improved teacher practice and improve student engagement and outcomes in writing.</p> <ul style="list-style-type: none"> -A documented 4 year planner for Literacy that relates directly to SSP -yearly goals and targets to improve teaching and practice and data to reflect progress - Big Write results, NAPLAN and student conference notes. <p>Regular observation and feedback will result in improved consistency of teaching practice across the school.</p> <ul style="list-style-type: none"> -documented roster of peer observation and feedback -minutes from meetings and actions recorded. <p>A targeted professional learning program;</p> <ul style="list-style-type: none"> -termly roster of PD, PLC planner -PDP targets <p>Review writing program, audit against Vic curriculum and review consistency of teaching and learning</p> <ul style="list-style-type: none"> -documented audit of Big Write against Vic Curriculum. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a whole school PLC, PLC cluster of local schools and participate in PLC regional training.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used
To create a four year plan for the review of literacy teaching and learning at KPS and document curriculum planners on all levels, program goals, targets and practices.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$100.00 <input type="checkbox"/> Equity funding will be used
Create a system of regular teacher observation and feedback to support consistency of teaching and learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$100.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Provide professional learning opportunities for staff that link to SSG and AIP 2018.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To review our writing program, audit against the Vic curriculum and review consistency of teaching and learning.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	2. To improve the consistency and quality of differentiated teaching to improve individual outcomes			
Actions	<ol style="list-style-type: none"> 1. Link 6+1 Traits of writing to teaching practice for Literacy - writing. 2. To create regular time for moderation of writing across whole school and in PLC's. 3. Store data and personal records of students on Office 365 4. Create regular time for staff and SIT to review data to enable differentiated goal setting for target students. 5. Documented use of student conferencing and Big Write Checklist and link to planning. 			
Outcomes	<p>In a small school creating time for staff to collaborate regularly. Will result in;</p> <ul style="list-style-type: none"> -Leadership privileging time for staff to come together -common understanding amongst staff -improved communication between staff and across year levels around areas of Professional development learning, assessment, practice and curriculum -improved engagement and outcomes from students <p>Developing a good understanding of the 6+1 Traits of writing and improved use of conferencing notes and Big Write checklists. Will result in;</p> <ul style="list-style-type: none"> -staff identifying areas of practice that require improvement through mentoring, PD or observation and feedback. 			

	<ul style="list-style-type: none"> -leadership to lead staff in analysis of practice -staff to better understand the teaching and learning needs of writing to inform planning -assessment will be better informed to ensure accurate teacher judgement in reporting of student outcomes. -better differentiation of student needs in writing -improved outcomes in writing for students across whole school. <p>Centralising data. Will result in;</p> <ul style="list-style-type: none"> -easy access to viewing and reviewing student data -comparison of data and identification of trajectories and patterns of progress 			
Success Indicators	<p>Link 6+1 Traits of writing to teaching practice for Literacy - writing.</p> <ul style="list-style-type: none"> -meeting and PD minutes and actions to be changed. -acknowledgment of change of practice in planning and documentation. <p>To create regular time for moderation of writing across whole school and in PLC's.</p> <ul style="list-style-type: none"> -meeting minutes and evidence of other teacher input into moderation. of student work. <p>Store data and personal records of students on Office 365</p> <ul style="list-style-type: none"> -Updated information on Office 365. -Analysis of data sets by SIT and teachers. <p>Create regular time for staff and SIT to review data to enable differentiated goal setting for target students.</p> <ul style="list-style-type: none"> -meeting minutes -termly, weekly planning and IEP's, showing differentiation. -student shadowing and case management meeting minutes and walk through and peer observation documentation. <p>Documented use of student conferencing and Big Write Checklist and link to planning</p> <ul style="list-style-type: none"> -regular student conference notes made by teaching staff. -changes to planning based on data and notes - differentiation in planning, IEP's and student goals. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Link 6+1 Traits of writing to teaching practice for Literacy - writing.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

To create regular time for moderation of writing across whole school and in PLC's.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Store data and personal records of students on Office 365	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create regular time for staff and SIT to review data to enable differentiated goal setting for target students.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Documented use of student conferencing and Big Write Checklist and link to planning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve the community connectedness through improved relationship with parents and community			
12 Month Target 2.1	<ul style="list-style-type: none"> •To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% •To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% •To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% •To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% •To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 5% •To decrease the percent endorsement rating in the parents opinion survey in the component of experiencing bullying 17% - 10% •To increase the percent endorsement rating in the students opinion survey in the component of classroom behaviour 73% - 90% •To increase the percent endorsement rating in the students opinion survey in the component of managing bullying 80% - 90% •To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85% 			

KIS 1 Building communities	To investigate ways that community can constructively contribute to the school community			
Actions	<ol style="list-style-type: none"> 1. Develop a parent lead fundraising committee 2. Survey how parents wish to contribute to school life and activities. 3. Identify key people and skills in parent community that will enhance the school and student learning outcomes. 			
Outcomes	<p>Surveying parents: Will result in;</p> <ul style="list-style-type: none"> -better understanding between leadership, school council and parent community about the ways parents wish to contribute. -better communication between parents and school staff -action taken on survey results. <p>Parent lead fundraising committee. Will result in;</p> <ul style="list-style-type: none"> -community ownership and investment in school based fundraising -local knowledge <p>improve parent and staff communication and regular contact.</p> <p>Identify key skills and people in the community</p> <ul style="list-style-type: none"> -maintain a bank of skills and people who can be of support to the school or student learning -develop opportunity for skilled people to work with students in a curriculum focus to work toward better student engagement and/or outcomes. 			
Success Indicators	<p>Develop a parent lead fundraising committee.</p> <ul style="list-style-type: none"> -documentation of policies, committee members and activities (passed by school council and evident in school council meeting minutes). -financial reports from fundraising committee. <p>Survey how parents wish to contribute to school life and activities.</p> <ul style="list-style-type: none"> -survey results -documentation of actions that come from survey <p>Identify key skills and people in community that will benefit student outcomes or wellbeing.</p> <ul style="list-style-type: none"> -develop a roster of people and skills from community. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Develop a parent lead fundraising committee	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Survey how parents wish to contribute to school life and activities.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Identify key people and skills in parent community that will enhance the school and student learning outcomes.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$50.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building communities	Implement a range of measures to improve parent and community involvement and communication			
Actions	1.Build a better link to principal and school council to improve communication, parent input and information sharing. 2.Develop better communication between teachers and parents.			
Outcomes	<p>Improving links to principal and school council: Will result in;</p> <ul style="list-style-type: none"> -improved results in parent opinion survey -parents making informed choices -parents able receive accurate information to make informed choses or decisions. -improve flow of information and opinions between school and parents -increase awareness of issues before survey <p>Developing better communication between teachers and parents: Will result in;</p> <ul style="list-style-type: none"> -parent term planners that inform about school learning and events 			

	-more information flow between parents and staff -documented SSG's for student with IEP's -termly parent night - maths, dance, movie, BBQ's, science, grandparents, literacy nights etc.....			
Success Indicators	1.Build a better link to principal and school council to improve communication, parent input and information sharing. -improved results from parent opinion survey 2.Develop better communication between teachers and parents -good attendance at specialty nights -improved parent feedback			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build a better link to principal and school council to improve communication, parent input and information sharing.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop better communication between teachers and parents	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Create global citizenship awareness in students to develop resilient mindset and active participants in school values			
Actions	1.Train key staff in the use on new CISCO equipment 2.Train and implement internet and external portal access for students and incorporate into curriculum and planning. 3.Initiate a global connection for the school that relates to student learning.			
Outcomes	Train key staff in the use on new CISCO equipment -attend training session			

	<p>-work with IT technician to develop staff knowledge and skills for competent use.</p> <p>Train and implement internet and external portal access for students and incorporate into curriculum and planning.</p> <p>-Increased use of global connection to improve access to knowledge for students.</p> <p>-Increase use of IT in curriculum teaching and learning</p> <p>-increased student engagement in learning do to IT and real life experiences.</p> <p>Initiate a global connection for the school that relates to student learning.</p> <p>-Make at least one global connection outside of Victoria for the school</p> <p>-enhance student engagement and learning</p>			
Success Indicators	<p>1.Train key staff in the use on new CISCO equipment</p> <p>-Training documentation and certificates</p> <p>-documented protocols for CISCO use</p> <p>2.Train and implement internet and external portal access for students and incorporate into curriculum and planning.</p> <p>-Planning documents include ITC and use of portals</p> <p>-Training documentation</p> <p>3.Initiate a global connection for the school that relates to student learning.</p> <p>-documentation of global connection</p> <p>-student work relating to global connection and link to curriculum.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Train key staff in the use on new CISCO equipment	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Train and implement internet and external portal access for students and incorporate into curriculum and planning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Initiate a global connection for the school that relates to student learning.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$3,500.00	\$3,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$3,500.00	\$3,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide professional learning opportunities for staff that link to SSG and AIP 2018.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Documented use of student conferencing and Big Write Checklist and link to planning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$500.00	\$500.00
Totals			\$3,500.00	\$3,500.00

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
Develop a whole school PLC, PLC cluster of local schools and participate in PLC regional training.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources PLC leader David Pelosi	<input checked="" type="checkbox"/> Off-site Whitehaven Reception, Whittlesea
Create a system of regular teacher observation and feedback to support consistency of teaching and learning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning opportunities for staff that link to SSG and AIP 2018.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Various locations as required
To review our writing program, audit against the Vic curriculum and review consistency of teaching and learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Big Write team	<input checked="" type="checkbox"/> Off-site various locations as needed.

Link 6+1 Traits of writing to teaching practice for Literacy - writing.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Documented use of student conferencing and Big Write Checklist and link to planning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Build a better link to principal and school council to improve communication, parent input and information sharing.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow as required
Develop better communication between teachers and parents	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow as required
Train key staff in the use on new CISCO equipment	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Train and implement internet and external portal access for students and incorporate into curriculum and planning.	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 2		<input checked="" type="checkbox"/> Timetabled Planning Day		
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