

# **2019 Annual Implementation Plan**

## **for improving student outcomes**

Ardmona Primary School (1563)



Submitted for review by Jean Varty (School Principal) on 19 December, 2018 at 04:22 PM  
Endorsed by Scott Watson (Senior Education Improvement Leader) on 30 January, 2019 at 12:20 PM  
Endorsed by Nikia Snow (School Council President) on 26 February, 2019 at 03:32 PM

## Self-evaluation Summary - 2019

|  | <b>FISO Improvement Model Dimensions</b><br>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  | Emerging moving towards Evolving  |
|  | Evidence-based high-impact teaching strategies  | Evolving moving towards Embedding |
|  | Evaluating impact on learning   | Evolving moving towards Embedding |
| <b>Professional leadership</b>             | Building leadership teams   | Emerging moving towards Evolving  |
|  | Instructional and shared leadership   | Emerging                          |
|  | Strategic resource management   | Evolving                          |
|  | Vision, values and culture  | Evolving                          |

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

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

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| <b>Enter your reflective comments</b> | Upon reflection staff have taken considerable steps in developing a curriculum tool that is consistent across the school with connection to VELs. Data wall is in place identifying student growth with professional learning to continue in data literacy- projected in 2019. PLT's to be data focused. More work is necessary to build on staff collaboration, timetable to be amended to allow for regular classroom observations.  |
| <b>Considerations for 2019</b>        | <ul style="list-style-type: none"> <li>-Monitoring the students in the nurture room for learning outcomes, evidence of learning data growth.</li> <li>-More focused professional growth linked to data analysis, HITS - evidence in planning and in implementation</li> <li>-Reflection and feedback on classroom observation to be evidenced- change in instruction an anticipated result</li> <li>-BSEM leaders to visit the school to assist with the implementation of the model.</li> <li>-Further implementation of PLC approach</li> <li>-Student learning data to inform pedagogy</li> </ul> |

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| <b>Documents that support this plan</b> | DATA WALL Student Data term 4 UPDATED 2.xlsx (0.06 MB)<br>Literacy planning.docx (0.17 MB)<br>Nurture Group Policy.docx (0.02 MB) |
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## SSP Goals Targets and KIS

|   |  |
|---|--|
| <b>Goal 1</b>   | Improve individual student outcomes in Numeracy and Writing.   |
| <b>Target 1.1</b>   | <p>Whole school teacher judgements in Numeracy place 75% of students at or above expected level.</p> <p>Whole school teacher judgements in Writing place 70% of students at or above expected level.</p>   |
| <b>Target 1.2</b>   | <p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Numeracy.</p> <p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Writing.</p> |
| <b>Target 1.3</b>   | <p>To reduce low growth in Year 5 NAPLAN Numeracy to at or below 25% - each year (2019 to 2021).</p> <p>To reduce low growth in Year 5 NAPLAN Writing to at or below 25% - each year (2019 to 2021).</p>   |
| <b>Key Improvement Strategy 1.a</b><br>Building practice excellence | Build Excellence in Teaching and Learning in Numeracy and Writing.   |

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|---|--|
| <b>Key Improvement Strategy 1.b</b><br>Evidence-based high-impact teaching strategies | Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met.   |
| <b>Key Improvement Strategy 1.c</b><br>Evaluating impact on learning                  | Build teacher capacity to analyse data to inform teaching and learning.  |
| <b>Goal 2</b>   | Increase the capacity of the school to function as a strategic organisation.   |
| <b>Target 2.1</b>   | Parent survey to show 90% of parents satisfied with the school, for each year of the plan.   |
| <b>Target 2.2</b>   | Staff Survey to show 80% of staff positive about the school climate, with an emphasis on collective efficacy, for each year of the plan. |
| <b>Target 2.3</b>   | Staff Survey to show 90% positive response regarding Academic Excellence, for each year of the plan.                                     |
| <b>Key Improvement Strategy 2.a</b><br>Vision, values and culture                     | Create a whole school culture of accountability and feedback   |
| <b>Key Improvement Strategy 2.b</b><br>Instructional and shared leadership            | Enhance the school's capacity in instructional and shared leadership   |
| <b>Key Improvement Strategy 2.c</b><br>Building practice excellence                   | Create processes and procedures that that support quality planning and decision making.  |

## Select Annual Goals and KIS

| Four Year Strategic Goals                                    | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target  |
|--|---------------------------------------|--|--|
| Improve individual student outcomes in Numeracy and Writing. | Yes                                   | <p>Whole school teacher judgements in Numeracy place 75% of students at or above expected level.</p> <p>Whole school teacher judgements in Writing place 70% of students at or above expected level.</p>   | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>50% of students be at or above the expected level numeracy in 2019.<br/>60% of students to be at reading age or above reading age (expected level) in 2019.<br/>60% of students to be at level in writing by end of 2019. Teacher Judgements.</p> |
|  |                                       | <p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Numeracy.</p> <p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Writing.</p> | <p>To have 60% of students above national minimum standard in years 3 and 5 in 2019 in numeracy and writing.</p>   |
|  |                                       | <p>To reduce low growth in Year 5 NAPLAN Numeracy to at or below 25% - each year (2019 to 2021).</p>   | <p>To reduce the low growth in NAPLAN writing and numeracy at or below 50%.</p>  |

|  |     |  |   |
|--|-----|--|---|
|  |     | To reduce low growth in Year 5 NAPLAN Writing to at or below 25% - each year (2019 to 2021).   |   |
| Increase the capacity of the school to function as a strategic organisation. | Yes | Parent survey to show 90% of parents satisfied with the school, for each year of the plan.   | Parent surveys to show 90% satisfaction with the school. With greater than 40% of surveys returned and completed. |
|  |     | Staff Survey to show 80% of staff positive about the school climate, with an emphasis on collective efficacy, for each year of the plan. | To increase the collective efficacy % positive endorsement beyond 60%   |
|  |     | Staff Survey to show 90% positive response regarding Academic Excellence, for each year of the plan.                                     | % of positive endorsement of Academic Emphasis beyond 70%   |

|                            |   |
|----------------------------|---|
| <b>Goal 1</b>              | Improve individual student outcomes in Numeracy and Writing.  |
| <b>12 Month Target 1.1</b> | 50% of students be at or above the expected level numeracy in 2019.<br>60% of students to be at reading age or above reading age (expected level) in 2019.<br>60% of students to be at level in writing by end of 2019. Teacher Judgements. |
| <b>12 Month Target 1.2</b> | To have 60% of students above national minimum standard in years 3 and 5 in 2019 in numeracy and writing.   |
| <b>12 Month Target 1.3</b> | To reduce the low growth in NAPLAN writing and numeracy at or below 50%.  |



| Key Improvement Strategies  |   | Is this KIS selected for focus this year? |
|---|---|---|
| <b>KIS 1</b><br>Building practice excellence  | Build Excellence in Teaching and Learning in Numeracy and Writing.  | Yes                                       |
| <b>KIS 2</b><br>Evidence-based high-impact teaching strategies  | Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met.  | Yes                                       |
| <b>KIS 3</b><br>Evaluating impact on learning   | Build teacher capacity to analyse data to inform teaching and learning.   | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>Based on our 2018 review and discussions it was the panel view that:</p> <ul style="list-style-type: none"> <li>-Learning intentions and success criteria needed consistent implementation across classes.</li> <li>-Future focus on curriculum planning and development of instruction through the Victorian Teaching and Learning Model and HITS/PLC components</li> <li>-The schools analysis of assessment was evident with individuals making use of data to inform individual outcomes with the further work on the analysis and management of whole school data so to inform teaching and building professional practice.</li> </ul> <p>Self evaluation -</p> <p>School based data(NFA, reading PM benchmarking) has reflected significant growth in both areas for 2018. - All staff shall continue to undertake professional learning aligned with DET initiatives in Leading Literacy and Numeracy and Data literacy Targets - Our data identifies low growth in Writing (many students funded under PSDMS identified with low language diagnosis , ASD and severe behaviour impacted by trauma requiring intervention and 1-1 program support.)</p> <p>The school identifies the need to continually use data to inform teaching across the school.</p> <p>Theory of action:</p> <p>When teaching practice of staff is strengthened aligned with curriculum knowledge and analysis of student achievement data then student learning growth would witness gain.</p> |   |
| <b>Goal 2</b>   | Increase the capacity of the school to function as a strategic organisation.  |   |
| <b>12 Month Target 2.1</b>  | Parent surveys to show 90% satisfaction with the school. With greater than 40% of surveys returned and completed.   |   |
| <b>12 Month Target 2.2</b>  | To increase the collective efficacy % positive endorsement beyond 60%   |   |
| <b>12 Month Target 2.3</b>  | % of positive endorsement of Academic Emphasis beyond 70%   |   |

| Key Improvement Strategies  |  | Is this KIS selected for focus this year? |
|---|--|---|
| <b>KIS 1</b><br>Vision, values and culture  | Create a whole school culture of accountability and feedback   | Yes                                       |
| <b>KIS 2</b><br>Instructional and shared leadership   | Enhance the school's capacity in instructional and shared leadership   | Yes                                       |
| <b>KIS 3</b><br>Building practice excellence  | Create processes and procedures that that support quality planning and decision making.  | 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. | As identified in the school review opportunities for collaborative curriculum planning and teachers modelling of practice and class observations all need further development. This incorporates lead staff and are integral for creating a culture of collective efficacy at the school.<br>School culture results in the form of parent opinion surveys have been inconsistent in recent years with minimal responses . Building the community and culture among parents, staff and students is vital to developing and sustaining school values. Strengthening student voice and agency and building teachers capacity to give and receive feedback will support learning, learning gain and individual learning success. |   |

## Define Actions, Outcomes and Activities

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|--|---|
| <b>Goal 1</b>                                | Improve individual student outcomes in Numeracy and Writing.  |
| <b>12 Month Target 1.1</b>                   | 50% of students be at or above the expected level numeracy in 2019.<br>60% of students to be at reading age or above reading age (expected level) in 2019.<br>60% of students to be at level in writing by end of 2019. Teacher Judgements.   |
| <b>12 Month Target 1.2</b>                   | To have 60% of students above national minimum standard in years 3 and 5 in 2019 in numeracy and writing.   |
| <b>12 Month Target 1.3</b>                   | To reduce the low growth in NAPLAN writing and numeracy at or below 50%.  |
| <b>KIS 1</b><br>Building practice excellence | Build Excellence in Teaching and Learning in Numeracy and Writing.  |
| <b>Actions</b>                               | <p>Develop staff understanding of assessment data to inform teaching and planning.<br/>Develop teacher capacity to work as an effective team so to improve student learning outcomes in writing and numeracy<br/>Employ a PLC structure</p> <p>Leaders will; (Principal LL NL )<br/>Attend PL in data wise/ Bastow Lead Literacy and DET Numeracy<br/>Work with teachers to evaluate the impact of HIT Strategies,<br/>Engage a Numeracy Coach for modelling and staff PL<br/>Model practice and lead peer observations<br/>Conduct regular weekly classroom observations of practice<br/>Meet with staff regularly to support and provide feedback on practice<br/>Review assessment data analyse and subsequently to plan for improved curriculum delivery.<br/>Lead effective PLTS<br/>Staff will:<br/>Access Professional learning in Literacy and Numeracy strategies (DET/Bastow)<br/>Complete weekly class observations<br/>Complete Professional learning in Fountas and Pinnell Assessment<br/>Complete Professional learning in Data Literacy<br/>Students will: Be able to articulate goals of lessons and how they know that they have actively achieved them</p> |

| <b>Outcomes</b>   | Greater consistency of practice across the school<br>-Evidence of HITS in planning and observation notes<br>-50% of students be at or above the expected level numeracy in 2019.<br>-60% of students to be at reading age or above reading age (expected level) in 2019.<br>-60% of students to be at level in writing by end of 2019. Teacher Judgments.<br>-to have 60% of students above national minimum standard in years 3 and 5 in 2019 in numeracy and writing.<br>-to reduce the low growth in NAPLAN writing and numeracy at or below 50%. |  |                                  |  |
|---|--|--|----------------------------------|--|
| <b>Success Indicators</b>   | -Evidence of classroom observations and collaborative planning in the school timetable<br>-Fountas and Pinnell Assessments in place and data analysis steering individual learning plans and programs<br>-NAPLAN learning gain - Writing /Numeracy<br>-Number Fluency Assessment growth against individual goals with student reflective feedback<br>-Practice improvement and positive endorsement via classroom observation and subsequent discussions<br>Student ATSS- effective teaching practice to be at or above 85%                          |  |                                  |  |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| Data Literacy Bastow  | <input checked="" type="checkbox"/> Teacher(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$1,800.00<br><br><input checked="" type="checkbox"/> Equity funding will be used  |
| Fountas and Pinnell Literacy System Professional Learning   | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$3,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used  |
| Numeracy Coaching, PLC sessions and professional practice observations-<br>Jeanette Overall Coach | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$12,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |

|  |  |   |                                  |   |
|--|--|---|----------------------------------|---|
| Bastow Leading Literacy  | <input checked="" type="checkbox"/> Teacher(s)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$6,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Evidence-based high-impact teaching strategies | Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met.   |   |                                  |   |
| <b>Actions</b>   | <p>Ensure that BSEM is explicit to practice<br/>Principal will:<br/>Coordinate -3 in-school visits from Berry Street Consultants<br/>Support time management for classroom observations for staff internal /external<br/>Provide for professional learning BSEM for new staff and coach as deemed necessary<br/>Actively develop leadership of students by providing links and opportunities for students to practice leadership skills - Marrung<br/>Develop an inclusive education action plan<br/>Teachers will:<br/>Participate in PLC<br/>Update and review the schools assessment schedule<br/>Coach/mentor ESS staff on school's instructional model (e5 VTLM)<br/>Ensure the individual learning needs of all students are met<br/>Create individual learning plans with SMART GOALS<br/>Link with lead staff and Sue Alexander Autism Coach ASD- in attending to the schools " inclusive practice Action plan<br/>Review and update Individual student learning plans monthly</p> |   |                                  |   |
| <b>Outcomes</b>  | <p>Teachers will:<br/>have evidenced application of Berry Street Education Model through observed instructional language, approaches and practices<br/>have evidenced BSEM framework into weekly planning<br/>Students will:<br/>have shown significant academic growth, self regulation and connectedness to schooling<br/>be able to articulate Learning Intentions and Success Criteria</p>   |   |                                  |   |
| <b>Success Indicators</b>                                      | <p>Evidence of HITS in collaborative planning<br/>Students Attitude to school surveys- increased % positive endorsement- student agency shall increase against 2018 data</p>   |   |                                  |   |

|  | Classroom observations reflect increasing levels of incorporation of BSEM<br>Increased response Parent Attitudes to school survey<br>Staff opinion survey collective efficacy % positive endorsement increases  |  |                                  |  |
|--|---|--|----------------------------------|--|
| Activities and Milestones  | Who   | Is this a PL Priority                            | When                             | Budget   |
| 3 in-school visits from Berry Street Consultants   | <input checked="" type="checkbox"/> All Staff   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$10,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>KIS 3</b><br>Evaluating impact on learning  | Build teacher capacity to analyse data to inform teaching and learning.   |  |                                  |  |
| <b>Actions</b>   | Staff will undertake Professional learning in Data Literacy<br>Further embed the PLC process in the school through the use of data and inquiry based approach to inform teaching<br>All staff to engage in Professional Learning Communities to use data and inquiry based approach to inform teaching and learning<br>Staff will conduct a review of the Assessment Schedule |  |                                  |  |
| <b>Outcomes</b>  | Principal and Staff more effective in analysing literacy and numeracy data as evidenced in planners<br>Principal and Staff more effective in using data to develop and implement learning strategies and programs to meet the individual needs of students.   |  |                                  |  |
| <b>Success Indicators</b>  | Documentation of data focused PLC meetings<br>Improved student learning outcomes<br>Individual learning plans<br>IEPs allow students to track their learning and monitor goals with teachers each month   |  |                                  |  |
| Activities and Milestones  | Who   | Is this a PL Priority                            | When                             | Budget   |
| Data Literacy school based six paced virtual workshops Bastow<br>Completion of workplace-based project in data literacy in | <input checked="" type="checkbox"/> All Staff   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$1,800.00   |

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| developing teacher capacity to analyse and use data for effective teaching. |  |  | to:<br>Term 4 | <input checked="" type="checkbox"/> Equity funding will be used |
| <b>Goal 2</b>   | Increase the capacity of the school to function as a strategic organisation.   |  |               |   |
| <b>12 Month Target 2.1</b>  | Parent surveys to show 90% satisfaction with the school. With greater than 40% of surveys returned and completed.  |  |               |   |
| <b>12 Month Target 2.2</b>  | To increase the collective efficacy % positive endorsement beyond 60%  |  |               |   |
| <b>12 Month Target 2.3</b>  | % of positive endorsement of Academic Emphasis beyond 70%  |  |               |   |
| <b>KIS 1</b><br>Vision, values and culture                                  | Create a whole school culture of accountability and feedback   |  |               |   |
| <b>Actions</b>  | <p>Principal will:</p> <ul style="list-style-type: none"> <li>participate in weekly Classroom Observations</li> <li>timetable staff collaborative planning sessions</li> <li>facilitate the use of student voice as a means of feedback on teaching practice</li> <li>Lead the continuation of the PLC process</li> <li>Model of teaching in all classes</li> <li>Identify staff to lead priorities (Literacy Numeracy, PLCs and Student voice) as part of roles and responsibilities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>participate in weekly class observations and feedback sessions</li> <li>work collaboratively via PLCs</li> <li>lead and attend PLC using the inquiry cycle to reflect on curriculum planning and practice, using evidence and data analysis</li> <li>have an understanding of Amplify and link to student feedback and voice.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop common understanding in what student voice and student agency</li> </ul> |  |               |   |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>-teaching to student point of need is developed</li> <li>-student voice and agency impacts positively in engagement</li> </ul>  |  |               |   |

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| <b>Success Indicators</b>  | -Staff Opinion surveys collective efficacy % growth<br>-attendance rates improve<br>-behavioural challenges decline  |  |                                  |   |
| <b>Activities and Milestones</b>                                     | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>   |
| Effective implementation of class observations and feedback sessions | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Instructional and shared leadership                  | Enhance the school's capacity in instructional and shared leadership   |  |                                  |   |
| <b>Actions</b>   | Principal will:<br>provide leadership professional development opportunities in Literacy, Numeracy , data analysis and BSEM<br>Staff will:<br>complete professional development in Literacy/Numeracy/data analysis and BSEM  |  |                                  |   |
| <b>Outcomes</b>  | Principal will:<br>provide opportunity for staff to document a whole school professional learning plan<br>lead PLTS<br>Teachers will:<br>link professional learning to the schools strategic direction and vision and evidence this through their planning and documentation<br>meet regularly to provide feedback on practice<br>articulate goals and school priorities to parents and community through web site, news and events- updates<br>Students will:<br>regularly self assess their progress and articulate learning goals that are up to date |  |                                  |   |



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|--|---|---------------------------------------|----------------------------------|---|
| <b>Success Indicators</b>                                | Student learning gain<br>Professional learning completed with common practices implemented and evidenced  |                                       |                                  |   |
| <b>Activities and Milestones</b>                         | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>   |
| Development of a whole school professional learning plan | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$800.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>KIS 3</b><br>Building practice excellence             | Create processes and procedures that that support quality planning and decision making.   |                                       |                                  |   |
| <b>Actions</b>   | Principal will :<br>schedule collaborative planning between staff into the timetable<br>link professional learning opportunities for staff in Literacy- Writing and Numeracy<br>scheduled into the timetable weekly class observations<br>Staff will:<br>plan in collaboration -PLC approach<br>participate in class observations weekly and provide feedback |                                       |                                  |   |
| <b>Outcomes</b>  | -Consistent teaching approach from Foundation through to grade 6<br>-Students participation as active learners- learning confidence to school to be above above 88%   |                                       |                                  |   |
| <b>Success Indicators</b>                                | -Improved student outcomes in literacy and numeracy<br>-Adjusted teaching strategies evidenced in observations<br>-Student voice and agency via ATOSS increases   |                                       |                                  |   |
| <b>Activities and Milestones</b>                         | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>   |

|  |  |   |                                  |  |
|--|--|---|----------------------------------|--|
| Peer observation professional learning             | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$3,200.00<br><br><input checked="" type="checkbox"/> Equity funding will<br>be used |
| Data analysis professional learning modules Bastow | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 3 | \$1,600.00<br><br><input checked="" type="checkbox"/> Equity funding will<br>be used |
| Curriculum planning opportunities                  | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 3 | \$800.00<br><br><input checked="" type="checkbox"/> Equity funding will<br>be used   |

## Equity Funding Planner

### Equity Spending Totals

| Category   | Total proposed budget (\$) | Spend (\$)         |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$42,500.00                | \$42,500.00        |
| Additional Equity funding                                | \$41,755.00                | \$41,755.00        |
| <b>Grand Total</b>                                       | <b>\$84,255.00</b>         | <b>\$84,255.00</b> |

### Activities and Milestones

| Activities and Milestones   | When                             | Category  | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|---|----------------------------|-------------------|
| Data Literacy Bastow  | from:<br>Term 1<br>to:<br>Term 3 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT  | \$1,800.00                 | \$2,000.00        |
| Fountas and Pinnell Literacy System Professional Learning   | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT<br><input checked="" type="checkbox"/> Assets   | \$3,000.00                 | \$1,800.00        |
| Numeracy Coaching, PLC sessions and professional practice observations-<br>Jeanette Overall Coach | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$12,000.00                | \$12,000.00       |

|  |                                  |   |             |             |
|--|----------------------------------|---|-------------|-------------|
| Bastow Leading Literacy  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)   | \$6,000.00  | \$6,000.00  |
| 3 in-school visits from Berry Street Consultants   | from:<br>Term 1<br>to:<br>Term 3 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> Support services | \$10,500.00 | \$10,500.00 |
| Data Literacy school based six paced virtual workshops Bastow<br>Completion of workplace-based project in data literacy in developing teacher capacity to analyse and use data for effective teaching. | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> Assets  | \$1,800.00  | \$1,800.00  |
| Effective implementation of class observations and feedback sessions   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT  | \$1,000.00  | \$2,000.00  |
| Development of a whole school professional learning plan   | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Support services   | \$800.00    | \$800.00    |
| Peer observation professional learning   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT  | \$3,200.00  | \$3,200.00  |

|  |                                  |   |             |             |
|--|----------------------------------|---|-------------|-------------|
| Data analysis professional learning modules Bastow | from:<br>Term 1<br>to:<br>Term 3 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$1,600.00  | \$1,600.00  |
| Curriculum planning opportunities                  | from:<br>Term 1<br>to:<br>Term 3 | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT<br><input checked="" type="checkbox"/> Assets   | \$800.00    | \$800.00    |
| <b>Totals</b>                                      |                                  |   | \$42,500.00 | \$42,500.00 |

### Additional Equity spend

| Outline here any additional Equity spend for 2019 | When                             | Category  | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|---|----------------------------|-------------------|
| School staff 0.4 Inclusion/ engagement wellbeing  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$41,755.00                | \$41,755.00       |
| <b>Totals</b>                                     |                                  |   | \$41,755.00                | \$41,755.00       |

## Professional Learning and Development Plan

| Professional Learning Priority   | Who  | When                             | Key Professional Learning Strategies   | Organisational Structure  | Expertise Accessed   | Where  |
|--|--|----------------------------------|--|---|--|--|
| Data Literacy Bastow   | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 3 | <input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Bastow program/course<br><input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> Off-site Bastow course and school based PLCs modules |
| Fountas and Pinnell Literacy System Professional Learning                                      | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Formalised PLC/PLTs<br><input checked="" type="checkbox"/> Demonstration lessons   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> External consultants<br>Pearson Education  | <input checked="" type="checkbox"/> On-site  |
| Numeracy Coaching, PLC sessions and professional practice observations- Jeanette Overall Coach | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Demonstration lessons                                 | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Communities of Practice<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Maths/Sci Specialist       | <input checked="" type="checkbox"/> On-site  |
| Bastow Leading Literacy  | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development   | <input checked="" type="checkbox"/> Professional Practice Day<br><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                                      |
| 3 in-school visits from Berry Street Consultants   | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1                  | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team   | <input checked="" type="checkbox"/> Whole School Pupil Free Day   | <input checked="" type="checkbox"/> School improvement partnerships  | <input checked="" type="checkbox"/> On-site  |

|  |  |                                  |  |   |  |   |
|--|--|----------------------------------|--|---|--|---|
|  |  | to:<br>Term 3                    | <input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection   | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Timetabled Planning Day  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> External consultants<br>Berry street Richmond  |   |
| Data Literacy school based six paced virtual workshops Bastow<br>Completion of workplace-based project in data literacy in developing teacher capacity to analyse and use data for effective teaching. | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Bastow program/course<br><input checked="" type="checkbox"/> Departmental resources<br>Bastow team data specialist | <input checked="" type="checkbox"/> On-site |
| Effective implementation of class observations and feedback sessions   | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Demonstration lessons            | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Literacy Leaders<br><input checked="" type="checkbox"/> Maths/Sci Specialist                                       | <input checked="" type="checkbox"/> On-site |
| Peer observation professional learning   | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development   | <input checked="" type="checkbox"/> Timetabled Planning Day   | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| Data analysis professional learning modules Bastow   | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 3 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions   | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Bastow program/course  | <input checked="" type="checkbox"/> On-site |

|                                   |   |                                  |  |   |   |   |
|-----------------------------------|---|----------------------------------|--|---|---|---|
| Curriculum planning opportunities | <input checked="" type="checkbox"/> All Staff | from:<br>Term 1<br>to:<br>Term 3 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting /<br>Internal Professional<br>Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning<br>Day | <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
|-----------------------------------|---|----------------------------------|--|---|---|---|