2019 Annual Implementation Plan

for improving student outcomes

Willow Grove Primary School (2520)

Submitted for review by Brendan Dawson (School Principal) on 09 January, 2019 at 10:40 AM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 15 January, 2019 at 09:08 AM
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	Having a detailed professional adult learning plan that has aligned the school's resources in a clear and concise manner has significantly improved the school learning culture and has ensured that the learning and growth for all staff has been our priority. Our staff have mentioned this as being a positive factor in their reflective comments throughout 2018. They have enjoyed being able to focus on one clear improvement priority (the teaching of reading) and explore in depth what this looks like in practice. Having middle leaders also take a role in leading this work has ensured that the leadership is distributed. Our staff are proud of these results that we have achieved and are excited to continue this learning journey with our students.
Considerations for 2020	Formalise systems for collaboration, feedback and observations. If our teachers are to continually improve, they need to receive feedback on their teaching practice. Teachers also need professional development and support to increase their confidence and skills in observing and giving feedback. To support this work, a stronger use of PIVOT, student surveys and self reflection against HITS would be beneficial. Linking this to our staff PDP goals. Continuing to focus on the assessment

	cycle within our school based PLC's, through use of F and P data. Continuing to work on regular feedback loops as part of our SWPBS focus and using Compass Progress Reports to increase our focus on student goal setting and agency.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise student individual learning growth in Reading and Number and Algebra.
Target 1.1	By 2019, 75% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7). (In 2015, 50% of students are achieving medium or high growth) By 2019, ensure that all students make at least one year of growth for one year of school in Reading and Number and Algebra as measured against Victorian Curriculum standards. By 2019, there will be strong alignment between teacher judgements against the Victorian Curriculum and external benchmarks in Reading and Number and Algebra.
Target 1.2	Collective MSSC Targets
Key Improvement Strategy 1.a Building practice excellence	To develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Reading
Key Improvement Strategy 1.b Building practice excellence	Develop teacher knowledge and capacity to work as effective teams using Professional Learning Communities to improve outcomes in Reading through collaborative planning and assessment practices, including moderation
Key Improvement Strategy 1.c Building practice excellence	To build Moe Small Schools Cluster teachers' capacity to target teaching and learning for all students in numeracy.
Key Improvement Strategy 1.d Strategic resource management	To strategically manage human resources across the MSSC
Goal 2	To create independent learners with high levels of intrinsic motivation by increasing student voice.

Target 2.1	By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Stimulating Learning 52.4%, Student Motivation 46%, School Connectedness 22.8%) By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Stimulating Learning 74.5%, Student Motivation 89.8%, School Connectedness 71.1%) By 2019, Student Morale will have increased above the 75th percentile as measured by the Student Attitudes to School Survey (in 2015, Student Morale 57.2%)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	To develop teacher capacity and understanding to plan for and implement guided and collaborative teaching practices in Reading
Goal 3	To develop and embed the school's vision and values system across the whole school community.
Target 3.1	By 2019, Student Motivation and School Connectedness, will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Student Motivation 46%, School Connectedness 22.8%) By 2019, Teacher Morale will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Teacher Morale 41.4%) By 2019, Teacher Empathy will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Teacher Empathy 74.8%) By 2019, all factors under Student Relationships (Classroom Behaviour, Connectedness to Peers and Student Safety will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Classroom Behaviour 69.9%, Connectedness to Peers 89.5%, Student Safety 88.5%)
Key Improvement Strategy 3.a	Implement Tier 1 of the School Wide Positive Behaviour Support Program with fidelity

Setting expectations and promoting inclusion	
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Create common understanding regarding definition of bullying and explicitly teach strategies for students to manage occurrences of bullying.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise student individual learning growth in Reading and Number and Algebra.	Yes	By 2019, 75% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7). (In 2015, 50% of students are achieving medium or high growth) By 2019, ensure that all students make at least one year of growth for one year of school in Reading and Number and Algebra as measured against Victorian Curriculum standards. By 2019, there will be strong alignment between teacher judgements against the Victorian Curriculum and external benchmarks in Reading and Number and Algebra.	By 2019, 80% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5. By 2019, have the percentage of students achieving in the Top 2 bands for NAPLAN Reading, be above the State Average (2018 State Average Yr 3 = 57%, Yr 5 = 40%, WGPS 2018 Yr 3 = 54%, Yr 5 = 31%). By 2019, have the percentage of students achieving in the Top 2 bands for NAPLAN Numeracy, be above the State Average (2018 State Average Yr 3 = 45%, Yr 5 = 32%, WGPS 2018 Yr 3 = 38%, Yr 5 = 15%). By 2019, have our mean scaled score for Yr 5 NAPLAN Reading increase from 522.3. (2018) to be above the State Mean (521 in 2018). By 2019, have our mean scaled score for Yr 3 NAPLAN Reading increase from 435.8 (2018) to be above the State Mean (448 in 2018).

			By 2019, 80% of students to be at or above the expected standard of achievement for Reading, as measured by Fountas and Pinnel Benchmark Assessment System (42% were at or above in T1, 2018 & 62% were at or above in December 2018).
		Collective MSSC Targets	By the end of 2019, 75% of students will make medium or high growth in NAPLAN Numeracy (currently 65.2% in 2018). By the end of 2019, there will be an increase in the percentage of students in the Top 2 bands Gr 5 from 18.6% in 2018 to 25% in 2019. By the end of 2019, Differentiated Learning as measured on the Student Opinion Survey will increase from 87.2% to above 90% (mean for all schools within MSSC). By the end of 2019, Stimulated Learning will increase from 80.4% to above 90% as measured by the Student Opinion Survey. By the end of 2019, Staff Trust in Colleagues and Teacher Collaboration will increase from 77% and 63% respectively to at or above 90% as measured on the Staff Opinion Survey.

To create independent learners with high levels of intrinsic motivation by increasing student voice.	Yes	By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Stimulating Learning 52.4%, Student Motivation 46%, School Connectedness 22.8%) By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Stimulating Learning 74.5%, Student Motivation 89.8%, School Connectedness 71.1%) By 2019, Student Morale will have increased above the 75th percentile as measured by the Student Attitudes to School Survey (in 2015, Student Morale 57.2%)	By 2019, students' perception of Learning Confidence, to increase from 88% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, students' perception of Student Voice and Agency, to increase from 87% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, students' perception of Motivation and Interest, to increase from 89% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, parents' perception of Stimulating Learning Environment, to increase from 70% of positive responses to above 80% as measured on the Parent Opinion Survey.
To develop and embed the school's vision and values system across the whole school community.	Yes	By 2019, Student Motivation and School Connectedness, will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Student Motivation 46%, School Connectedness 22.8%) By 2019, Teacher Morale will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Teacher Morale 41.4%)	By 2019, we will have successfully completed Tier 1 of the SWPBS program. By 2019, parents' perception of Teacher Communication, to increase from 57% of positive responses to above 70% as measured on the Parent Opinion Survey. By 2019, parents' perception of School Communication, to increase from 73% of

		By 2019, Teacher Empathy will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Teacher Empathy 74.8%)	positive responses to above 85% as measured on the Parent Opinion Survey.
		By 2019, all factors under Student Relationships (Classroom Behaviour, Connectedness to Peers and Student Safety will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Classroom Behaviour 69.9%, Connectedness to Peers 89.5%, Student Safety 88.5%)	By 2019, the percentage of students who are positive when indicated 'Students at this school treat each other with respect," to increase from 64% in 2018 to above 90%, as measured on the Student Attitudes to School Survey, 'Classroom, Behaviour.'

Goal 1	To maximise student individual learning growth in Reading and Number and Algebra.
12 Month Target 1.1	By 2019, 80% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5. By 2019, have the percentage of students achieving in the Top 2 bands for NAPLAN Reading, be above the State Average (2018 State Average Yr 3 = 57%, Yr 5 = 40%, WGPS 2018 Yr 3 = 54%, Yr 5 = 31%). By 2019, have the percentage of students achieving in the Top 2 bands for NAPLAN Numeracy, be above the State Average (2018 State Average Yr 3 = 45%, Yr 5 = 32%, WGPS 2018 Yr 3 = 38%, Yr 5 = 15%). By 2019, have our mean scaled score for Yr 5 NAPLAN Reading increase from 522.3. (2018) to be above the State Mean (521 in 2018). By 2019, have our mean scaled score for Yr 3 NAPLAN Reading increase from 435.8 (2018) to be above the State Mean (448 in 2018). By 2019, 80% of students to be at or above the expected standard of achievement for Reading, as measured by Fountas and Pinnel Benchmark Assessment System (42% were at or above in T1, 2018 & 62% were at or above in December 2018).
12 Month Target 1.2	By the end of 2019, 75% of students will make medium or high growth in NAPLAN Numeracy (currently 65.2% in 2018). By the end of 2019, there will be an increase in the percentage of students in the Top 2 bands Gr 5 from 18.6% in 2018 to 25%

	in 2019. By the end of 2019, Differentiated Learning as measured on the Student Opinion Survey will increase from 87.2% to above 90% (mean for all schools within MSSC). By the end of 2019, Stimulated Learning will increase from 80.4% to above 90% as measured by the Student Opinion Survey. By the end of 2019, Staff Trust in Colleagues and Teacher Collaboration will increase from 77% and 63% respectively to at or above 90% as measured on the Staff Opinion Survey.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Reading	Yes
KIS 2 Building practice excellence	Develop teacher knowledge and capacity to work as effective teams using Professional Learning Communities to improve outcomes in Reading through collaborative planning and assessment practices, including moderation	No
KIS 3 Building practice excellence	To build Moe Small Schools Cluster teachers' capacity to target teaching and learning for all students in numeracy.	Yes
KIS 4 Strategic resource management	To strategically manage human resources across the MSSC	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	When teaching and learning protocols and practices are adopted across all classrooms, then in-class variability is reduced and student achievement will increase. When teachers reflect on student performance and purposefully act on data and evidence about learning, then the student learning experience is enhanced and outcomes improve. When the data from accurate assessment of student work is used to monitor, provide feedback about, and enhance student performance then students' learning outcomes improve.	

	When the school can develop a culture whereby students have the attitudes and skills – independence, resilience and flexibility, when they are prepared to have a go, see mistakes as a learning opportunity, have an inquiring mind and curiosity - then they will become successful learners, engaged with the task and engaged with the community of the school. When schools and teachers prioritise high expectations for themselves and for their students, then all students will experience a learning environment where they can excel.	
Goal 2	To create independent learners with high levels of intrinsic motivation by increasing student voice.	
12 Month Target 2.1	By 2019, students' perception of Learning Confidence, to increase from 88% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, students' perception of Student Voice and Agency, to increase from 87% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, students' perception of Motivation and Interest, to increase from 89% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, parents' perception of Stimulating Learning Environment, to increase from 70% of positive responses to above 80% as measured on the Parent Opinion Survey.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	To develop teacher capacity and understanding to plan for and implement guided and collaborative teaching practices in Reading	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.	When teaching and learning protocols and practices are adopted across all classrooms, then in-class variability is reduced and student achievement will increase. When teachers reflect on student performance and purposefully act on data and evidence about learning, then the student learning experience is enhanced and outcomes improve. When the data from accurate assessment of student work is used to monitor, provide feedback about, and enhance student performance then students' learning outcomes improve. When the school can develop a culture whereby students have the attitudes and skills – independence, resilience and flexibility, when they are prepared to have a go, see mistakes as a learning opportunity, have an inquiring mind and curiosity - then they will become successful learners, engaged with the task and engaged with the community of the school. When schools and teachers prioritise high expectations for themselves and for their students, then all students will experience a learning environment where they can excel.	
Goal 3	To develop and embed the school's vision and values system across the whole school community.	
12 Month Target 3.1	By 2019, we will have successfully completed Tier 1 of the SWPBS program. By 2019, parents' perception of Teacher Communication, to increase from 57% of positive responses to above 70% as measured on the Parent Opinion Survey. By 2019, parents' perception of School Communication, to increase from 73% of positive responses to above 85% as measured on the Parent Opinion Survey. By 2019, the percentage of students who are positive when indicated 'Students at this school treat each other with respect," to increase from 64% in 2018 to above 90%, as measured on the Student Attitudes to School Survey, 'Classroom, Behaviour.'	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Implement Tier 1 of the School Wide Positive Behaviour Support Program with fidelity	Yes

KIS 2 Setting expectations and promoting inclusion	Create common understanding regarding definition of bullying and explicitly teach strategies for students to manage occurrences of bullying.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	When the school's values, vision and purpose reflect the attributes that have been shown are the qualities student need to succeed in the workplace and in life, and when we ensure that the values are well known by all stakeholders and align with our behaviour management program, then we provide optimum conditions for students to succeed. When schools and teachers foster a safe and supportive environment and culture, one that promotes positive, respectful relationships and explicitly teaches behaviours that are linked to the school's values, students will experience higher levels of social and emotional wellbeing. Explicitly teaching the schools values prepares students to be equipped with the skills, knowledge and attributes that will allow them to develop successful relationships.	

Define Actions, Outcomes and Activities

Goal 1	To maximise student individual learning growth in Reading and Number and Algebra.
12 Month Target 1.1	By 2019, 80% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5.
	By 2019, have the percentage of students achieving in the Top 2 bands for NAPLAN Reading, be above the State Average (2018 State Average Yr 3 = 57%, Yr 5 = 40%, WGPS 2018 Yr 3 = 54%, Yr 5 = 31%).
	By 2019, have the percentage of students achieving in the Top 2 bands for NAPLAN Numeracy, be above the State Average (2018 State Average Yr 3 = 45%, Yr 5 = 32%, WGPS 2018 Yr 3 = 38%, Yr 5 = 15%).
	By 2019, have our mean scaled score for Yr 5 NAPLAN Reading increase from 522.3. (2018) to be above the State Mean (521 in 2018).
	By 2019, have our mean scaled score for Yr 3 NAPLAN Reading increase from 435.8 (2018) to be above the State Mean (448 in 2018).
	By 2019, 80% of students to be at or above the expected standard of achievement for Reading, as measured by Fountas and Pinnel Benchmark Assessment System (42% were at or above in T1, 2018 & 62% were at or above in December 2018).
12 Month Target 1.2	By the end of 2019, 75% of students will make medium or high growth in NAPLAN Numeracy (currently 65.2% in 2018).
	By the end of 2019, there will be an increase in the percentage of students in the Top 2 bands Gr 5 from 18.6% in 2018 to 25% in 2019.
	By the end of 2019, Differentiated Learning as measured on the Student Opinion Survey will increase from 87.2% to above 90% (mean for all schools within MSSC).
	By the end of 2019, Stimulated Learning will increase from 80.4% to above 90% as measured by the Student Opinion Survey.
	By the end of 2019, Staff Trust in Colleagues and Teacher Collaboration will increase from 77% and 63% respectively to at or above 90% as measured on the Staff Opinion Survey.
KIS 1	To develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Reading

Building practice excellence	
Actions	Develop, document and implement a consistent approach to administering Fountas and Pinnel Benchmark Assessment System, including building teacher knowledge of using assessments to inform teaching and moderation of teacher judgements. Undertake a consistent student reading engagement survey across P-2 and 3-6. The purpose of which is to ensure our common beliefs and actions are visible to the students through our actions. Implementation of Reader's Notebooks across the school during Independent reading, including teacher's utilising their own Reader's Notebook during the Focussed Instruction element of our instructional model. Regular and ongoing classroom observations will be undertaken by the Principal to provide feedback to support the implementation of the Instructional Model and the use of student data to inform teaching and learning. Learning Walks are undertaken and feedback given to teaching staff on our agreed WGPS Reading Beliefs and Actions. Development and Implementation of an agreed school NAPLAN plan, focussing on Reading and Numeracy. Refine PLC structures to ensure regular and ongoing whole school meeting time and the establishment of a Macro PLC based on Reading - 1 inquiry cycle per term. Teachers and PLC's to implement Inquiry Cycle for Reading Proficiency Scales as detailed on each level's curriculum map. Teachers and PLC's to develop common assessment tasks (CATs) for Reading Proficiency Scales, administering both pre and post assessments. Teachers and PLC's to undertake moderation of student work (CATs, Readers Notebooks, common formative assessment tasks). Principal to attend all PLC meetings and provide support, feedback and advice to Instructional Leaders. Data Wall continues to be utilised for the tracking and monitoring of student growth in Reading and inform Response to Intervention / Extension actions.
Outcomes	Students will: - Use a Reader's Notebook to authentically write about their reading. - Have clear reading goals linked to our guaranteed and viable curriculum and proficiency scales. - Be able to verbalise what they do well as a reader and what they need to do next to become a better reader. - Be able to identify their strengths and weaknesses as a reader and utilise feedback from teaching staff as evidence. - Receive a common approach to the teaching of reading. - Be motivated and stimulated in their learning, taking an increased responsibility to achieve their learning goal for Reading. - be able to recognise what they do well as a reader and what they need to do next to improve (this will be achieved by making learning visible through classroom based displays and by making the continuum for reading visible to students) Teachers will: - Be able to display and refer to student learning goals and state what strategies they are using to help students meet their goals. - Use a common language and approach to the teaching of Reading, with a particular emphasis on comprehension.

	- Utilise the Response to Intervention pyramid to ensure all students learn to high levels. - Utilise a variety of formative data sources to inform planning and target their teaching. - Monitor students progress on a daily basis using Reader's Notebooks, Conferring, Independent Reading and Substantive Talk. - Be able to refer to ZPD documents to talk about and discuss student growth in each proficiency scale for Reading. - Be using the Inquiry Cycle as a member of our school based Reading PLC. - Reflecting on their teaching and setting future learning goals and receiving feedback through regular observations. - Be responsible for the learning of all students Leaders will: - Increase teacher capacity through learning walks, observations, feedback and professional development.
Success Indicators	Evidence collected as part of the PLC Inquiry Cycle process. Evidence of student learning and teacher actions through classroom observations. Moderation or teacher's and student's Reader's Notebooks. Documented Inquiry cycle Common Assessment Tasks developed and administered by teams Structures that allow PLC to meet on a regular basis

Activities and Milestones	Who	Is this a PL Priority	When	Budget
NAPLAN Plan reviewed and finalised by Principal and teaching staff, ensuring that agreed actions specifically target deficits in student knowledge, understanding and skills as informed by a Student Item Analysis for Reading and Numeracy.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Utilisation of curriculum day to build teacher capacity in administering the Fountas and Pinnel Benchmark Assessment System, including building teacher knowledge of using assessments to inform teacher and moderation of teacher judgements.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☐ Equity funding will be used
Implementation of Reader's Notebooks across the school during Independent reading, including teacher's utilising their own	☑ Teacher(s)	☑ PLP Priority	from: Term 1	$0.00

				to: Term 4	
Reader's Notebook to model expectations and their explicit teaching to students.					☐ Equity funding will be used
Regular and ongoing classroom observations will be undertaken by the Principal to provide feedback to support the implementation of the Instructional Model and the use of student data to inform teaching and learning, including feedback on the extent that our agreed Reading Beliefs and Actions are visible across the school.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Finalise and administer consistent Student Engagement Survey in Reading in Term 1 and Term 4.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Remaining teaching staff to undertake Network Leading Literacy Course.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$2,000.00 ☐ Equity funding will be used
Establishment of school based Reading PLC's, implementing an inquiry cycle (aim is for 1 inquiry cycle per term)	☑ PLC Leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Designing authentic, fit for purpose assessments in Reading based on priority standards and teachers to use this data to diagnose learning needs and plan for teaching.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Feedback is given to students on their individual goals and priority standards and learning is visible to students through classroom displays.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Feedback is given to parents on their individual goals and priority standards for Reading and Numeracy through the Compass Continuum.	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	To build Moe Small Schools Cluster teachers' capacity to target teaching and learning for all students in numeracy.
Actions	To develop teacher capacity and understanding of effective PLCs, to analyse and use student data (data types) to plan for effective teaching in numeracy. To develop teacher capacity and understanding of the Instructional Model, and to develop teacher capacity in gathering formative data to inform Response to Interventions (RTI).
Outcomes	Teachers show evidence of reflection on student data growth, reflection on assessment tasks (CATs + Common Formative Assessment). PLC teams to action two inquiry cycles per term. Data to be entered and uploaded onto SharePoint. Teachers to be accountable for own data sets and uploading to SharePoint. Teachers and students using proficiency scales to reflect on their learning and set future learning goals.
Success Indicators	PLC meeting minutes will show evidence of teacher reflection against student learning, their teaching practice and the curriculum / assessment task. Teachers show evidence of gathering formative assessment and how it informs planning. Teachers plan, using an instructional model format.

	Formative assessment as agenda item in PLTs.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
All teaching staff to participate in the MSSC PLC process around Numeracy.		☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$13,000.00 ☐ Equity funding will be used
All Staff to use ZPD data tool and SharePoint to collect and numeracy growth analyse data across all schools within the MSSC.		☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
PLC Coordinator and Principal staff to provide professional development and support on how to effectively use SharePoint to collate student learning data.		☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$13,000.00 ☐ Equity funding will be used
Explicit instruction to all members of the MSSC PLC teams on each aspect of the assessment cycle during Term 1.		☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Response to Intervention (RTI) Focus students (1 per class/per cycle) are nominated by their teacher/s and are tracked within the PLC process. Feedback is given by classroom teacher (to their PLC) as to the progress and effectiveness of the interventions which were discussed and planned for (by the classroom teacher and PLC).		☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

MSSC PLC teams to conduct PLC meetings on a fortnightly basis from Term 2.	☑ PLC Leaders	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To create independent learners with high levels of intrinsic motivation by increasing student voice.
12 Month Target 2.1	By 2019, students' perception of Learning Confidence, to increase from 88% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, students' perception of Student Voice and Agency, to increase from 87% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, students' perception of Motivation and Interest, to increase from 89% of positive responses to above 95% as measured on the Student Attitudes to School Survey. By 2019, parents' perception of Stimulating Learning Environment, to increase from 70% of positive responses to above 80% as measured on the Parent Opinion Survey.
KIS 1 Evidence-based high-impact teaching strategies	To develop teacher capacity and understanding to plan for and implement guided and collaborative teaching practices in Reading
Actions	Theory of Action If school leaders prioritize time and formal opportunities for staff to have structured time to observe and be observed on a termly basis, Then teachers will be able to make incremental changes to teaching practice, So that students will be provided with a consistent and common approach to teaching and learning. Regular Learning Walks by Principal and Instructional Leaders to provide feedback to staff on the implementation of our Instructional Model Principal to have regular observational meetings with staff to discuss noticing's on classroom observations, teachers to set goals on

	areas of improvement as part of their continual ongoing improvement Professional Development on Guided and Collaborative instructional practices undertaken by all staff
Outcomes	Students will: - Be motivated and stimulated in their learning, taking an increased responsibility to achieve their learning goal for Reading. Teachers will: - using the lesson workshop model when planning and delivering lessons. - develop a common language when discussing effective teaching and learning. - reflecting on their teaching practice in relation to our instructional model and setting goals to improve their teaching as part of the PDP cycle. - have regular opportunities to engage in observations and when asked will be able to describe ideas they have tried and personal goals they are working on as a result of teaching observations. - Utilise Swivl technology to discuss teaching practice and set future goals as part of their PDP goals. Leaders will: - support staff to implement the instructional model and provide feedback to staff regarding teaching and learning.
Success Indicators	Reflections of teacher practice. Increase in student attitude data.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Regular and ongoing classroom observations undertaken by Principal, providing feedback to all teaching staff on the implementation of our instructional model.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Peer Observations to be undertaken by all teaching staff, including establishing scaffolded prompts to build the effectiveness of our pre and post observations conversations. Three peer observations per term. Teaching staff to utilise Swivl to allow this to occur.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Professional Development provided by Literacy Leaders on the following guided and collaborative instructional practices in Reading: Guided Reading, Strategy Groups, Literature Circles and Reciprocal Teaching. Achieved through utilising weekly professional development meetings and curriculum day.	☑ Literacy Leader	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Professional Development provided by Literacy Leaders on Reader's Notebooks.	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Communication Policy / Protocol develop in consultation with School Council - purpose of which is to develop strategy to communicate effectively our school's strengths to the community.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To develop and embed the school's vision and values system across the whole school community.
12 Month Target 3.1	By 2019, we will have successfully completed Tier 1 of the SWPBS program.
	By 2019, parents' perception of Teacher Communication, to increase from 57% of positive responses to above 70% as measured on the Parent Opinion Survey.
	By 2019, parents' perception of School Communication, to increase from 73% of positive responses to above 85% as measured on the Parent Opinion Survey.
	By 2019, the percentage of students who are positive when indicated 'Students at this school treat each other with respect," to increase from 64% in 2018 to above 90%, as measured on the Student Attitudes to School Survey, 'Classroom, Behaviour.'
KIS 1 Setting expectations and promoting inclusion	Implement Tier 1 of the School Wide Positive Behaviour Support Program with fidelity

Actions	To develop coherent systems and processes that allow the instantaneous use of behavioural data to target and implement positive behaviour strategies within our school's Response to Intervention Framework.
Outcomes	Students will: - Be provided with twice termly feedback on their progress through our Grade Point Average system. - Set goals relating to their GPA and be able to discuss their strengths and areas for improvement with their parents and teachers. - have their achievements recognised and acknowledged by teaching staff. Teachers will: - utilise Compass to record student misbehaviour. - utilise the RTI pyramid to provide targeted and intensive interventions to students on a needs basis. - Have access to up to date behavioural data (who, what, where when, why). Leaders will: - provide opportunities on a termly basis for staff to reflect on the implementation of Tier 1 of the SWPBS program. Parents will: - have their child's progress communicated to them on a twice termly basis. - be able to set future goals with their children based on each GPA cycle.
Success Indicators	Compass Behavioural Data. Increase in percentage of students achieving minimum school standard as part of GPA progress reports.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Compass training provided to Principal to set up efficient behavioural tracking (who, what, where, when, why). Undertake learning through other school organisations that are doing this well.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☐ Equity funding will be used
GPA Progress Reports completed twice termly for students and parents.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Professional conversations, moderation and development of agreed expectations of how behavioural incidents are recorded in Compass by staff.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Recording of behavioural incidents (positive behaviour and misbehaviour) into Compass directly.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Communication of behavioural incidents (positive and misbehaviour) directly to Compass through the Compass notification system.	☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	$0.00
Additional Equity funding	$30,000.00	$14,000.00
Grand Total	$30,000.00	$14,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
MiniLit and MacqLit Reading Intervention Program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Other Materials for program	$30,000.00	$14,000.00
Totals			$30,000.00	$14,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
NAPLAN Plan reviewed and finalised by Principal and teaching staff, ensuring that agreed actions specifically target deficits in student knowledge, understanding and skills as informed by a Student Item Analysis for Reading and Numeracy.	☑ Principal	from: Term 1 to: Term 2	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Departmental resources EIL Naplan Plan	☑ On-site
Utilisation of curriculum day to build teacher capacity in administering the Fountas and Pinnel Benchmark Assessment System, including building teacher knowledge of using assessments to inform teacher and moderation of teacher judgements.	☑ Principal	from: Term 1 to: Term 1	☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day	☑ External consultants F and P Training	☑ On-site
Implementation of Reader's Notebooks across the school during Independent reading, including teacher's utilising their own Reader's Notebook to model expectations and their explicit teaching to students.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Regular and ongoing classroom observations will be undertaken by the Principal to provide feedback to support the implementation of the Instructional Model and the use of student data to inform teaching and learning, including feedback on the extent that our agreed Reading Beliefs and Actions are visible across the school.	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Remaining teaching staff to undertake Network Leading Literacy Course.	☑ Teacher(s)	from: Term 1 to: Term 3	☑ Preparation ☑ Individualised Reflection	☑ Network Professional Learning	☑ Literacy Leaders	☑ Off-site Network Literacy Leaders Course
All teaching staff to participate in the MSSC PLC process around Numeracy.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Professional Practice Day	☑ PLC Initiative ☑ Maths/Sci Specialist	☑ Off-site PPD
PLC Coordinator and Principal staff to provide professional development and support on how to effectively use SharePoint to collate student learning data.	☑ Leadership Team ☑ Principal	from: Term 1 to: Term 1	☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ Maths/Sci Specialist	☑ On-site
Explicit instruction to all members of the MSSC PLC teams on each aspect of the assessment cycle during Term 1.	☑ Leadership Team	from: Term 1 to: Term 1	☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ Maths/Sci Specialist	☑ On-site

MSSC PLC teams to conduct PLC meetings on a fortnightly basis from Term 2.	☑ PLC Leaders	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Maths/Sci Specialist	☑ On-site
Peer Observations to be undertaken by all teaching staff, including establishing scaffolded prompts to build the effectiveness of our pre and post observations conversations. Three peer observations per term. Teaching staff to utilise Swivl to allow this to occur.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Professional Development provided by Literacy Leaders on the following guided and collaborative instructional practices in Reading: Guided Reading, Strategy Groups, Literature Circles and Reciprocal Teaching. Achieved through utilising weekly professional development meetings and curriculum day.	☑ Literacy Leader	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Professional Development provided by Literacy Leaders on Reader's Notebooks.	☑ Literacy Leader	from: Term 1 to: Term 1	☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ On-site

			☑ Collaborative Inquiry/Action Research team			
Compass training provided to Principal to set up efficient behavioural tracking (who, what, where, when, why). Undertake learning through other school organisations that are doing this well.	☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ External consultants COMPASS	☑ On-site
Professional conversations, moderation and development of agreed expectations of how behavioural incidents are recorded in Compass by staff.	☑ Principal	from: Term 1 to: Term 2	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Recording of behavioural incidents (positive behaviour and misbehaviour) into Compass directly.	☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 3	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Communication of behavioural incidents (positive and misbehaviour) directly to Compass through the Compass notification system.	☑ Principal	from: Term 3 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site