

2019 Annual Implementation Plan

for improving student outcomes

Caulfield South Primary School (4315)



Submitted for review by Gayle Yardley (School Principal) on 17 December, 2018 at 09:54 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 17 December, 2018 at 11:28 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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Major initiatives have been undertaken to build school community, largely through Seesaw as a collaborative online platform for student portfolios. This platform allows parents to contribute to their children's learning by gaining viewing of learning, providing feedback on learning based on specific criteria and celebrating student achievement.
Considerations for 2020	A number of school initiatives have made significant gains this year, but will need further strategic focus to ensure they become an embedded part of practice at CSPA. These include: Seesaw for collaborative digital student portfolios, F&P continuum to support planning for differentiated reading instruction and adopting an inquiry based, concept focused approach to numeracy instruction. This along side a continued emphasis on student agency through community action, innovation and creativity.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To enhance student capacity as curious, motivated learners, focused on family, community and global perspectives.
Target 1.1	Student perception of stimulating learning, teacher effectiveness and teacher empathy will exceed 2017 benchmarks annually. (Indicator school-based surveys and student focus groups)
Target 1.2	Student attendance rates will reflect absences of not more than eleven days annually (excluding extended family holidays). School based Survey Results Stimulating Learning: Teacher Effectiveness: Teacher Empathy:
Target 1.3	Parent opinion of student engagement factors will exceed 2016 benchmarks annually.
Key Improvement Strategy 1.a Global citizenship	Improve learner agency, strengthening opportunities for student action driven by innovation and creativity.
Key Improvement Strategy 1.b Global citizenship	Strengthen the school learning community of parents, teachers and students.
Goal 2	To improve every students' achievement in English, Numeracy and Science.

<p>Target 2.1</p>	<p>NAPLAN Relative Gain for Year 3 to Year 5 Reading outcomes to show: a maximum of 20 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>The NAPLAN (National Assessment Program – Literacy and Numeracy) Relative Gain for Year 3 to Year 5 Numeracy outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020)</p> <p>The NAPLAN Relative Gain for Year 3 to Year 5 Writing outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>By 2020, all F-6 students to make at least one Victorian Curriculum level progress in English and Numeracy annually and 3-6 students in Science.</p>
<p>Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies</p>	<p>Invest in teacher capacity by developing capability in high impact teaching strategies.</p>
<p>Goal 3</p>	<p>To strengthen students' personal and social learning skills.</p>
<p>Target 3.1</p>	<p>Parent opinion of Student Safety and School Connectedness will be above 2016 benchmarks annually.</p> <p>Student perception of Student Safety, Student Morale and Connectedness to School will be above 2017 benchmarks annually. (Indicators school based surveys, student focus groups)</p>
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Engage parents, students and staff to build resilience.</p>

Key Improvement Strategy 3.b Empowering students and building school pride	Develop personal and social learning skills through concept based inquiry learning
Key Improvement Strategy 3.c Empowering students and building school pride	Build resilience through personal growth goal setting and linked strategies for development

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To enhance student capacity as curious, motivated learners, focused on family, community and global perspectives.</p>	<p>Yes</p>	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will exceed 2017 benchmarks annually.</p> <p>(Indicator school-based surveys and student focus groups)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>ATS 2017 Score/2018 Score/2019 Target</p> <p>Effective Teaching</p> <ul style="list-style-type: none"> -Effective teaching time:85%/79%/86% -Differentiated learning challenge:86%/80%/87% -Stimulating Learning:86%/78%/87% -Classroom Behavior:79%/73%/80% <p>Teacher Student Relations</p> <ul style="list-style-type: none"> -High Expectations for Success:91%/90%/92% -Effort:84%/80%/85% -Teacher Concern:73%/65%/74% <p>3.19</p> <p>3.04</p> <p>School Based Survey 2017 Benchmarks/2018 Score/2019 Target:</p> <ul style="list-style-type: none"> -Stimulating Learning Average 3.14/3.14/3.15 -Teacher Effectiveness Average 3.22/3.19/3.23 -Teacher Empathy Average 3.05/3.04/3.06

		<p>Student attendance rates will reflect absences of not more than eleven days annually (excluding extended family holidays). School based Survey Results Stimulating Learning: Teacher Effectiveness: Teacher Empathy:</p>	<p>2017 Mean (based on CASES data retrieved on 21/11/17) - 8.8 days per student. 2018 Mean (based on CASES data retrieved on 11/12/18- excluding family holidays) 5.7 Days per student</p>
		<p>Parent opinion of student engagement factors will exceed 2016 benchmarks annually.</p>	<p>Parent Opinion Survey 2017 (% positive)/2018 Score/2019 Target -High expectation for success: 86%/76%/87% -Student Motivation and Support: 69%/66%/70% -Stimulating Learning env: 71%/64%/72% -Effective Teaching: 67%/69%/70%</p> <p>PYP Survey Results 2017 (%positive) -Learning is challenging, engaging and makes students think: 87% Survey to be conducted biennially.</p>
<p>To improve every students' achievement in English, Numeracy and Science.</p>	<p>Yes</p>	<p>NAPLAN Relative Gain for Year 3 to Year 5 Reading outcomes to show: a maximum of 20 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>The NAPLAN (National Assessment Program – Literacy and Numeracy) Relative Gain for Year 3 to Year 5 Numeracy outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020)</p>	<p>NAPLAN 2018 Expected Mean Scores (Year 5) Reading - 519 (68 growth on Y3 mean) Writing - 513 (63.2 growth on Y3 mean) Numeracy- 520 (85.6 growth on Y3 mean) 2019 Expected Mean Scores Reading Expected Y5 2019 Mean 554 Writing Expected Y5 2019 Mean 491 Numeracy Expected Y5 2019 Mean 535</p> <p>PAT MATHS</p>

		<p>The NAPLAN Relative Gain for Year 3 to Year 5 Writing outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>By 2020, all F-6 students to make at least one Victorian Curriculum level progress in English and Numeracy annually and 3-6 students in Science.</p>	<p>2018 Expected Means scores Year 2 115.41 (12.11 Growth on Y1 2017 Mean) Year 3 118.74 (10.85 Growth on Y2 2017 Mean) Year 4 126.43 (7.34 Growth on Y3 2017 Mean) Year 5 129.49 (5.53 Growth on Y4 2017 Mean) Year 6 134.34 (1.78 Growth on Y5 2017 Mean)</p> <p>2019 Expected Mean Scores Year 2 116.78 Year 3 119.95 Year 4 126.73 Year 5 131.03 Year 6 133.99</p> <p>PAT READING 2018 Expected Mean Scores Year 2 107.66 (10.23 Growth on Y1 2017 Mean) Year 3 116.79 (8.62 Growth on Y2 2017 Mean) Year 4 123.10 (6.1 Growth on Y3 2017 Mean) Year 5 127.77 (4.24 Growth on Y4 2017 Mean) Year 6 134.56 (2.61 Growth on Y5 2017 Mean)</p> <p>2019 Expected Mean Scores Yea 2 102.90 Year 3 117.41 Year 4 123.53 Year 5 129.80 Year 6 132.81</p>
--	--	--	--

<p>To strengthen students' personal and social learning skills.</p>	<p>Yes</p>	<p>Parent opinion of Student Safety and School Connectedness will be above 2016 benchmarks annually.</p> <p>Student perception of Student Safety, Student Morale and Connectedness to School will be above 2017 benchmarks annually. (Indicators school based surveys, student focus groups)</p>	<p>Parent Opinion Survey 2017 (% Positive) Safety -Managing Bullying: 72%/69%/73% -Experience of bullying: 57%/64%/56% -Promoting Positive Behavior: 79%/76%/80% -Respect for Diversity: 79%/72%/80%</p> <p>School Contentedness: 87%/89%/90%</p> <p>Resilience Survey Results 2017 -School Belonging (contentedness): 84/80/85 -Boundaries and Expectations (Teacher Empathy): 76/79/80 -Hope, Healthy Mind, Positive Identity (Student Morale) 70/69/71</p>
---	------------	--	---

<p>Goal 1</p>	<p>To enhance student capacity as curious, motivated learners, focused on family, community and global perspectives.</p>
<p>12 Month Target 1.1</p>	<p>ATS 2017 Score/2018 Score/2019 Target</p> <p>Effective Teaching -Effective teaching time:85%/79%/86% -Differentiated learning challenge:86%/80%/87% -Stimulating Learning:86%/78%/87% -Classroom Behavior:79%/73%/80%</p> <p>Teacher Student Relations -High Expectations for Success:91%/90%/92% -Effort:84%/80%/85% -Teacher Concern:73%/65%/74%</p> <p>3.19 3.04</p>

	<p>School Based Survey 2017 Benchmarks/2018 Score/2019 Target:</p> <ul style="list-style-type: none"> -Stimulating Learning Average 3.14/3.14/3.15 -Teacher Effectiveness Average 3.22/3.19/3.23 -Teacher Empathy Average 3.05/3.04/3.06 	
12 Month Target 1.2	<p>2017 Mean (based on CASES data retrieved on 21/11/17)</p> <ul style="list-style-type: none"> - 8.8 days per student. <p>2018 Mean (based on CASES data retrieved on 11/12/18- excluding family holidays)</p> <p>5.7 Days per student</p>	
12 Month Target 1.3	<p>Parent Opinion Survey 2017 (% positive)/2018 Score/2019 Target</p> <ul style="list-style-type: none"> -High expectation for success: 86%/76%/87% -Student Motivation and Support: 69%/66%/70% -Stimulating Learning env: 71%/64%/72% -Effective Teaching: 67%/69%/70% <p>PYP Survey Results 2017 (%positive)</p> <ul style="list-style-type: none"> -Learning is challenging, engaging and makes students think: 87% <p>Survey to be conducted biennially.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Global citizenship	Improve learner agency, strengthening opportunities for student action driven by innovation and creativity.	Yes
KIS 2 Global citizenship	Strengthen the school learning community of parents, teachers and students.	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>Our school has made terrific first steps working towards improving learner agency, developing student action and increased innovation and creativity, however these are ongoing goals which the school needs more time to work on and become embedded features of our practice.</p> <p>Similarly with strengthening the learning community of parents, teachers and students, despite significant improvements in 2018, supported by the implementation of Seesaw and Sentral, further strengthening of the learning community is required. Our school is working through a period of staff transition and changing community expectations and our school needs to continue to focus on improving school community cohesion so that we can all support positive student outcomes together.</p>
<p>Goal 2</p>	<p>To improve every students' achievement in English, Numeracy and Science.</p>
<p>12 Month Target 2.1</p>	<p>NAPLAN 2018 Expected Mean Scores (Year 5) Reading - 519 (68 growth on Y3 mean) Writing - 513 (63.2 growth on Y3 mean) Numeracy- 520 (85.6 growth on Y3 mean) 2019 Expected Mean Scores Reading Expected Y5 2019 Mean 554 Writing Expected Y5 2019 Mean 491 Numeracy Expected Y5 2019 Mean 535</p> <p>PAT MATHS 2018 Expected Means scores Year 2 115.41 (12.11 Growth on Y1 2017 Mean) Year 3 118.74 (10.85 Growth on Y2 2017 Mean) Year 4 126.43 (7.34 Growth on Y3 2017 Mean) Year 5 129.49 (5.53 Growth on Y4 2017 Mean) Year 6 134.34 (1.78 Growth on Y5 2017 Mean) 2019 Expected Mean Scores Year 2 116.78 Year 3 119.95 Year 4 126.73 Year 5 131.03 Year 6 133.99</p> <p>PAT READING 2018 Expected Mean Scores Year 2 107.66 (10.23 Growth on Y1 2017 Mean)</p>

	<p>Year 3 116.79 (8.62 Growth on Y2 2017 Mean) Year 4 123.10 (6.1 Growth on Y3 2017 Mean) Year 5 127.77 (4.24 Growth on Y4 2017 Mean) Year 6 134.56 (2.61 Growth on Y5 2017 Mean) 2019 Expected Mean Scores Yea 2 102.90 Year 3 117.41 Year 4 123.53 Year 5 129.80 Year 6 132.81</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Invest in teacher capacity by developing capability in high impact teaching strategies. Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our work with unpacking and learning about High Impact Teaching Strategies so far shown us that this resource is extremely well placed to help develop teacher capacity and ensure closer alignment of teaching across the school. We would like to continue working on developing teacher capacity to use feedback to support teaching and learning.
Goal 3	To strengthen students' personal and social learning skills.
12 Month Target 3.1	Parent Opinion Survey 2017 (% Positive) Safety -Managing Bullying: 72%/69%/73% -Experience of bullying: 57%/64%/56% -Promoting Positive Behavior: 79%/76%/80% -Respect for Diversity: 79%/72%/80%

	<p>School Contentedness: 87%/89%/90%</p> <p>Resilience Survey Results 2017</p> <p>-School Belonging (contentedness): 84/80/85</p> <p>-Boundaries and Expectations (Teacher Empathy): 76/79/80</p> <p>-Hope, Healthy Mind, Positive Identity (Student Morale) 70/69/71</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Engage parents, students and staff to build resilience.	No
KIS 2 Empowering students and building school pride	Develop personal and social learning skills through concept based inquiry learning	No
KIS 3 Empowering students and building school pride	Build resilience through personal growth goal setting and linked strategies for development	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.	Using this strategy to build student resilience will provide extra support for other strategic goals in the school, while at the same time building a more robust understanding of resilience across the school.	

Define Actions, Outcomes and Activities

Goal 1	To enhance student capacity as curious, motivated learners, focused on family, community and global perspectives.
12 Month Target 1.1	<p>ATS 2017 Score/2018 Score/2019 Target</p> <p>Effective Teaching</p> <ul style="list-style-type: none"> -Effective teaching time:85%/79%/86% -Differentiated learning challenge:86%/80%/87% -Stimulating Learning:86%/78%/87% -Classroom Behavior:79%/73%/80% <p>Teacher Student Relations</p> <ul style="list-style-type: none"> -High Expectations for Success:91%/90%/92% -Effort:84%/80%/85% -Teacher Concern:73%/65%/74% <p>3.19 3.04</p> <p>School Based Survey 2017 Benchmarks/2018 Score/2019 Target:</p> <ul style="list-style-type: none"> -Stimulating Learning Average 3.14/3.14/3.15 -Teacher Effectiveness Average 3.22/3.19/3.23 -Teacher Empathy Average 3.05/3.04/3.06
12 Month Target 1.2	<p>2017 Mean (based on CASES data retrieved on 21/11/17)</p> <ul style="list-style-type: none"> - 8.8 days per student. <p>2018 Mean (based on CASES data retrieved on 11/12/18- excluding family holidays)</p> <p>5.7 Days per student</p>
12 Month Target 1.3	<p>Parent Opinion Survey 2017 (% positive)/2018 Score/2019 Target</p> <ul style="list-style-type: none"> -High expectation for success: 86%/76%/87% -Student Motivation and Support: 69%/66%/70% -Stimulating Learning env: 71%/64%/72% -Effective Teaching: 67%/69%/70%

	PYP Survey Results 2017 (%positive) -Learning is challenging, engaging and makes students think: 87% Survey to be conducted biennially.			
KIS 1 Global citizenship	Improve learner agency, strengthening opportunities for student action driven by innovation and creativity.			
Actions	-Develop teacher capacity to create a learning environment that embraces learner agency. -Develop teacher capacity to encourage and support student action throughout the inquiry cycle. -Develop teacher capacity to provide learning that embraces innovation and creativity.			
Outcomes	Students will: - Understand action as an ongoing process that can happen in many ways - Develop their ability to take action throughout the inquiry cycle Teachers will: - Provide targeted feedback to students around specific, pre identified criteria - develop clear and succinct split screen learning intentions, articulating both understanding and skill development. - Model reflection and goal setting to students by setting and displaying professional improvement goals in classrooms			
Success Indicators	Student action, innovation and creativity evident in classroom observations, Seesaw learning posts and the Programme of Inquiry. Student reflection, goal setting and monitoring of strategies and achievement using such supports as the Learner Profile and the Fountas and Pinnell Continuum of Literacy learning. Split screen learning intentions evident in learning walks.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff PD on use of feedback to support student achievement and learner agency	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,077.00 <input checked="" type="checkbox"/> Equity funding will be used

Ongoing use of Fountas and Pinnell Continuum of Literacy Learning to support team collaborative planning meetings and student reflection and goal setting.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,673.00 <input type="checkbox"/> Equity funding will be used
Modify units of inquiry in collaborative planning meetings to ensure improved focus on student action through innovation and creativity	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,334.00 <input type="checkbox"/> Equity funding will be used
Teacher professional improvement goals displayed in classrooms	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$791.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Global citizenship	Strengthen the school learning community of parents, teachers and students.			
Actions	Support communication between parents, teachers and students by supporting the use of targeted feedback around learning intentions, success criteria and personalised student goals and learning strategies.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Engage in reflective discussions with both parents and teachers about their academic and personal development - Use evidence in their student portfolios to support their own assessment of their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Support parents to participate in their child's learning and contribute to their development - Provide support for students and parents on how to give constructive feedback related to learning intentions and success criteria <p>School Community will:</p> <ul style="list-style-type: none"> - Participate in student feedback on learning and student goal setting 			

Success Indicators	<ul style="list-style-type: none"> - Student posts on Seesaw and Three Way Conferences contain student reflections, goal setting and details of success criteria and learning intentions. - Parents scaffolded to provide constructive feedback on learning intentions and success criteria through student/teacher modelling - Parent comments on Seesaw include feedback to students on learning intentions and success criteria 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All classes create digital portfolios using Seesaw	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$791.00 <input type="checkbox"/> Equity funding will be used
Student/teacher posts on Seesaw modelling how to use learning intentions and success criteria to provide feedback	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$791.00 <input type="checkbox"/> Equity funding will be used
Parent feedback to students in Three way conferences and Digital Portfolio comments is focussed on learning intentions and success criteria.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve every students' achievement in English, Numeracy and Science.			
12 Month Target 2.1	NAPLAN 2018 Expected Mean Scores (Year 5) Reading - 519 (68 growth on Y3 mean) Writing - 513 (63.2 growth on Y3 mean) Numeracy- 520 (85.6 growth on Y3 mean) 2019 Expected Mean Scores Reading Expected Y5 2019 Mean 554 Writing Expected Y5 2019 Mean 491			

	<p>Numeracy Expected Y5 2019 Mean 535</p> <p>PAT MATHS</p> <p>2018 Expected Means scores</p> <p>Year 2 115.41 (12.11 Growth on Y1 2017 Mean)</p> <p>Year 3 118.74 (10.85 Growth on Y2 2017 Mean)</p> <p>Year 4 126.43 (7.34 Growth on Y3 2017 Mean)</p> <p>Year 5 129.49 (5.53 Growth on Y4 2017 Mean)</p> <p>Year 6 134.34 (1.78 Growth on Y5 2017 Mean)</p> <p>2019 Expected Mean Scores</p> <p>Year 2 116.78</p> <p>Year 3 119.95</p> <p>Year 4 126.73</p> <p>Year 5 131.03</p> <p>Year 6 133.99</p> <p>PAT READING</p> <p>2018 Expected Mean Scores</p> <p>Year 2 107.66 (10.23 Growth on Y1 2017 Mean)</p> <p>Year 3 116.79 (8.62 Growth on Y2 2017 Mean)</p> <p>Year 4 123.10 (6.1 Growth on Y3 2017 Mean)</p> <p>Year 5 127.77 (4.24 Growth on Y4 2017 Mean)</p> <p>Year 6 134.56 (2.61 Growth on Y5 2017 Mean)</p> <p>2019 Expected Mean Scores</p> <p>Yea 2 102.90</p> <p>Year 3 117.41</p> <p>Year 4 123.53</p> <p>Year 5 129.80</p> <p>Year 6 132.81</p>
<p>KIS 1 Evidence-based high-impact teaching strategies</p>	<p>Invest in teacher capacity by developing capability in high impact teaching strategies.</p>
<p>Actions</p>	<p>Improve staff understanding and use of effective and timely feedback to support student learning and agency. Support Learning Specialists, PLAT and Focus Team Leaders to develop teacher capacity and ability to engage students in</p>

	<p>challenging, rigorous curriculum. Improve Literacy, Numeracy and STEAM curriculum knowledge through use of support materials including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scribi writing, DET Mathematics Teaching Toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.) Support teacher capacity to cater for highly able students in reading, writing and numeracy.</p>			
Outcomes	<p>School Leaders will: Complete professional learning targeted at developing ability to lead, coach and support improvements in teacher practice. Run staff development supporting teachers to make improvements in practice</p> <p>Teachers will: -Complete professional learning on the use of effective and timely feedback to support student learning and agency. -Learn about and use materials to support curriculum knowledge including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scribi writing, DET Mathematics Teaching Toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.) - Complete professional learning on analysing cohort and individual reading and numeracy data to identify student needs.</p> <p>Students will: Set goals for personal and academic growth Reflect on strategies used to make academic growth Receive and provide feedback on academic growth</p>			
Success Indicators	<p>Visual tools to support student strategic reflection and goal setting evident in classrooms on learning walks. PLATs goals and actions are linked to supporting curriculum knowledge through use of resources including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scribi writing, DET Mathematics Teaching Toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>PLATs goals and actions linked to supporting curriculum knowledge through use of resources including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scribi writing, DET Mathematics Teaching Toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.)</p>	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$19,003.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Visual tools to support student strategic reflection and goal setting developed and used in classrooms	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$63,346.00 <input type="checkbox"/> Equity funding will be used
School leaders complete professional learning targeted at developing ability to lead, coach and support improvements in teacher practice.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,400.00 <input type="checkbox"/> Equity funding will be used
Staff PD on use of feedback to support student achievement and learner agency	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff professional learning on analysing cohort and individual reading and numeracy data to identify student needs.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,163.00 <input type="checkbox"/> Equity funding will be used
Year 1-6 Teachers develop a class learning plan targeting reading and numeracy skill areas of need based on student data	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,163.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To strengthen students' personal and social learning skills.			
12 Month Target 3.1	Parent Opinion Survey 2017 (% Positive) Safety -Managing Bullying: 72%/69%/73% -Experience of bullying: 57%/64%/56% -Promoting Positive Behavior: 79%/76%/80%			

	<p>-Respect for Diversity: 79%/72%/80%</p> <p>School Contentedness: 87%/89%/90%</p> <p>Resilience Survey Results 2017</p> <p>-School Belonging (contentedness): 84/80/85</p> <p>-Boundaries and Expectations (Teacher Empathy): 76/79/80</p> <p>-Hope, Healthy Mind, Positive Identity (Student Morale) 70/69/71</p>			
KIS 1 Empowering students and building school pride	Build resilience through personal growth goal setting and linked strategies for development			
Actions	-Develop whole school approach to teaching and assessing the Learner Profile and 5 Essential Elements of the PYP			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Reflect and self-assess their progress on a range of Essential Elements - Be able to articulate their personal development goals and how they will know if they have been successful - Understand and self assess their progress towards their development goals -Develop strategies for achieving personal development goals <p>Teachers will</p> <ul style="list-style-type: none"> - Co-construct personal development goals with students and parents - Support students to develop, reflect on and self-assess their personal development goals - Collect and monitor student behaviour and wellbeing data using the Sentral Wellbeing Module 			
Success Indicators	<p>Student personal development reflection, goal setting and assessment evident in Seesaw posts, three-way conferences and classroom displays.</p> <p>Students develop and reflect on strategies for working towards achievement of personal development goals</p> <p>Student behaviour and wellbeing data is collected and analysed using the Sentral Wellbeing Module</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Staff meeting professional learning on use of the Sentral Wellbeing Module	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,167.00 <input type="checkbox"/> Equity funding will be used
Collaborative planning meetings with focus on supporting students to develop, create and reflect on personal development goals	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$31,673.00 <input type="checkbox"/> Equity funding will be used
Teachers co-construct personal development goals with students and parents	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$31,673.00 <input type="checkbox"/> Equity funding will be used
Teachers support students to develop and reflect on strategies that help them to achieve personal development goals	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,673.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$15,077.00	\$2,618.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$15,077.00	\$2,618.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staff PD on use of feedback to support student achievement and learner agency	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,077.00	\$2,618.00
Totals			\$15,077.00	\$2,618.00

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
Staff PD on use of feedback to support student achievement and learner agency	<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"/> Whole School Pupil Free 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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLATs goals and actions linked to supporting curriculum knowledge through use of resources including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scriibi writing, DET Mathematics Teaching Toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.)	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
School leaders complete professional learning targeted at developing ability to lead, coach and support improvements in teacher practice.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff PD on use of feedback to support student	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

achievement and learner agency		to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Staff professional learning on analysing cohort and individual reading and numeracy data to identify student needs.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff meeting professional learning on use of the Sentral Wellbeing Module	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site