**2019 Annual Implementation Plan**

Submitted for review by Shaun McClare (School Principal) on 19 December, 2018 at 01:22 PM
Endorsed by Jennifer Small (Senior Education Improvement Leader) on 04 March, 2019 at 09:32 PM
Awaiting endorsement by School Council President

**for improving student outcomes**

Marlborough Primary School (5045)



**Self-evaluation Summary - 2019**

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|  | FISO Improvement Model DimensionsThe 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 |  |
|  | Evaluating impact on learning |  |

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

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

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

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| **Enter your reflective comments** | We have made significant improvements in pedagogical practices through the implementation of our Instructional Model. Teacher planning, use of data and collaboration all improved significantly in 2018.We have just completed our School Review and are set to work towards goals in our Strategic Plan. |
| **Considerations for 2019** | We will continue to embed high quality teaching practices across the school with a strong focus on differentiation. This is to ensure increased learning growth of students in the top-2 and bottom-2 bands of NAPLAN (as well as the rest of the students). With a newly appointed Learning Specialist (Numeracy) and an Assistant Principal we will be observing practices, joining team meetings and providing explicit feedback to provide support and ensure accountability for all teaching practices across the school. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **Goal 1** | To improve student learning outcomes in literacy and numeracy. |
| Target 1.1 | By 2021, increase the percentage of students in the Top 2 bands of NAPLAN Reading, Writing and Numeracy:

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| --- | --- | --- |
| **Domain** | **Year 3** | **Year 5** |
| **2017** | **2021** | **2017** | **2021** |
| **Numeracy** | 45% | 60% | 30% | 50% |
| **Writing** | 67% | 70% | 19% | 50% |
| **Reading** | 64% | 80% | 37% | 50% |

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| Target 1.2 | By 2021, decrease the percentage of students in the Bottom 2 bands of NAPLAN Reading, Writing and Numeracy:* Numeracy - 26% in 2017 to 10% in 2021
* Writing - 19% in 2017 to 10% in 2021
* Reading - 22% in 2017 to 10% in 2021
 |
| Target 1.3 | By 2021, increase the percentage of students achieving high relative growth NAPLAN Reading, Writing and Numeracy:* Numeracy - 12% in 2017 to 30% in 2021
* Writing - 27% in 2017 to 35% in 2021
* Reading - 27% in 2017 to 35% in 2021
 |
| Target 1.4 | By 2021 decrease the percentage of students achieving low relative growth (Years 3 – 5) NAPLAN Reading, Writing and Numeracy:* Numeracy - 48% in 2017 to 25% in 2021
* Writing - 38% in 2017 to 20% in 2021
* Reading - 31% in 2017 to 20% in 2021
 |
| Target 1.5 | By 2021, increase the percentage of students achieving high relative growth (Years 5 – 7) NAPLAN Reading, Writing and Numeracy:* Numeracy - 17% in 2017 to 25% in 2021
* Writing - 17% in 2017 to 25% in 2021
* Reading - 42% in 2017 to 50% in 2021
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| Target 1.6 | By 2021, decrease the percentage of students achieving low relative growth (Years 5 – 7) NAPLAN Reading, Writing and Numeracy:* Numeracy - 22% in 2017 to 15% in 2021
* Writing - 44% in 2017 to 25% in 2021
* Reading - 32% in 2017 to 20% in 2021
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| Target 1.7 | By 2021 increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Reading, Writing and Numeracy:

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| **Domain** | **Year 3** | **Year 5** |
| **2017** | **2021** | **2017** | **2021** |
| **Numeracy** | 75% | 90% | 65% | 80% |
| **Writing** | 54% | 80% | 82% | 90% |
| **Reading** | 74% | 90% | 81% | 90% |

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| Target 1.8 | By 2021, the School Staff Survey will achieve positive endorsement at 90 per cent or above in all components related to Collaboration, HITS, Feedback and Peer Observation, Curriculum and Consistency of Practice, Student Voice and Engagement, and Assessment, Data and Differentiation. Where 2017 positive endorsement was 90 per cent or above, the target will be to maintain this level.   |
| Key Improvement Strategy 1.aEvidence-based high-impact teaching strategies  | Build teacher capacity in effectively implementing the Instructional Model and High Impact Teaching Strategies (HITS).  |
| Key Improvement Strategy 1.bBuilding practice excellence  | Build teacher capacity in data literacy and the use of diagnostic and formative assessment to inform differentiated teaching and learning. |
| Key Improvement Strategy 1.cBuilding practice excellence  | Continue to build leadership capacity across the school and develop greater alignment and consistency between teams across the school. |
| Key Improvement Strategy 1.dCurriculum planning and assessment  | Review and update curriculum documentation. |
| **Goal 2** | To improve student engagement and learning confidence. |
| Target 2.1 | By 2021 increase the percentage of positive endorsement in the Attitudes to School Survey.

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| **Factor** | **2017** | **2021** |
| **Stimulating Learning** | 86% | 90% |
| **Sense of Confidence** | 79% | 90% |
| **Motivation and Interest** | 88% | 90% |
| **Self-regulation and Goal setting** | 84% | 90% |
| **Student Voice and Agency** | 71% | 90% |
| **Effort** | 80% | 90% |

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| Key Improvement Strategy 2.aEmpowering students and building school pride  | Build teacher capacity to enhance student voice and ownership of their learning. |
| Key Improvement Strategy 2.bBuilding practice excellence  | Build teacher capacity to provide opportunities for authentic student collaboration in their learning. |
| **Goal 3** | To optimise the well-being of students and staff |
| Target 3.1 | By 2021, increase the percentage of positive endorsement in the Attitudes to School Survey in the following factors:

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| **Factor** | **2017** | **2021** |
| **Teacher Concern** | 71% | 90% |
| **Resilience** | 73% | 90% |
| **Sense of Inclusion** | 82% | 90% |
| **Advocate at School** | 85% | 90% |
| **Managing Bullying** | 80% | 90% |

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| Key Improvement Strategy 3.aHealth and wellbeing  | Develop a whole school approach to Positive Education. |
| Key Improvement Strategy 3.bVision, values and culture  | Review school values and vision. |
| Key Improvement Strategy 3.cSetting expectations and promoting inclusion  | Review school wide Behaviour Management strategy. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve student learning outcomes in literacy and numeracy. | Yes | By 2021, increase the percentage of students in the Top 2 bands of NAPLAN Reading, Writing and Numeracy:

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| --- | --- | --- |
| **Domain** | **Year 3** | **Year 5** |
| **2017** | **2021** | **2017** | **2021** |
| **Numeracy** | 45% | 60% | 30% | 50% |
| **Writing** | 67% | 70% | 19% | 50% |
| **Reading** | 64% | 80% | 37% | 50% |

 | NAPLAN:Increase percentage of students in Top 2 Bands of Numeracy in Yr 3 from 70% (2018) to 75%Increase percentage of students in Top 2 Bands of Numeracy in Yr 5 from 42% (2018) to 50%Increase percentage of students in Top 2 Bands of Writing in Yr 3 from 52% (2018) to 60%Increase percentage of students in Top 2 Bands of Writing in Yr 5 from 20% (2018) to 30% |
| By 2021, decrease the percentage of students in the Bottom 2 bands of NAPLAN Reading, Writing and Numeracy:* Numeracy - 26% in 2017 to 10% in 2021
* Writing - 19% in 2017 to 10% in 2021
* Reading - 22% in 2017 to 10% in 2021
 | NAPLAN:Decrease percentage of students in Bottom 2 Bands of Numeracy in Yr 3 from 10% (2018) to 5%Decrease percentage of students in Bottom 2 Bands of Numeracy in Yr 5 from 4% (2018) to 0%Decrease percentage of students in Bottom 2 Bands of Writing in Yr 3 from 4% (2018) to 0%Maintain percentage of students in Bottom 2 Bands of Numeracy in Yr 5 from 0% (2018) to 0% |
| By 2021, increase the percentage of students achieving high relative growth NAPLAN Reading, Writing and Numeracy:* Numeracy - 12% in 2017 to 30% in 2021
* Writing - 27% in 2017 to 35% in 2021
* Reading - 27% in 2017 to 35% in 2021
 | NAPLAN:Increase percentage of students making high relative growth (yr3-5) in Numeracy from 29% (2018) to 35%Increase percentage of students making high relative growth (yr3-5) in Writing from 29% (2018) to 35% |
| By 2021 decrease the percentage of students achieving low relative growth (Years 3 – 5) NAPLAN Reading, Writing and Numeracy:* Numeracy - 48% in 2017 to 25% in 2021
* Writing - 38% in 2017 to 20% in 2021
* Reading - 31% in 2017 to 20% in 2021
 | NAPLAN:Decrease percentage of students making low relative growth (yr3-5) in Numeracy from 8% (2018) to 5%Decrease percentage of students making low relative growth (yr3-5) in Writing from 8% (2018) to 5% |
| By 2021, increase the percentage of students achieving high relative growth (Years 5 – 7) NAPLAN Reading, Writing and Numeracy:* Numeracy - 17% in 2017 to 25% in 2021
* Writing - 17% in 2017 to 25% in 2021
* Reading - 42% in 2017 to 50% in 2021
 | NAPLAN:Increase percentage of students making high relative growth (yr5-7) in Numeracy from 47% (2018) to 50%Increase percentage of students making high relative growth (yr5-7) in Writing from 33% (2018) to 40% |
| By 2021, decrease the percentage of students achieving low relative growth (Years 5 – 7) NAPLAN Reading, Writing and Numeracy:* Numeracy - 22% in 2017 to 15% in 2021
* Writing - 44% in 2017 to 25% in 2021
* Reading - 32% in 2017 to 20% in 2021
 | NAPLAN:Decrease percentage of students making low relative growth (yr5-7) in Numeracy from 11% (2018) to 8%Decrease percentage of students making low relative growth (yr5-7) in Writing from 11% (2018) to 8% |
| By 2021 increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Reading, Writing and Numeracy:

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| --- | --- | --- |
| **Domain** | **Year 3** | **Year 5** |
| **2017** | **2021** | **2017** | **2021** |
| **Numeracy** | 75% | 90% | 65% | 80% |
| **Writing** | 54% | 80% | 82% | 90% |
| **Reading** | 74% | 90% | 81% | 90% |

 | NAPLAN and Teacher Judgement correlation:Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Numeracy in Yr 3 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Writing in Yr 3 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Numeracy in Yr 5 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Writing in Yr 5 from % (2018) to %\*data for 2018 is not available yet, will add this in\* |
| By 2021, the School Staff Survey will achieve positive endorsement at 90 per cent or above in all components related to Collaboration, HITS, Feedback and Peer Observation, Curriculum and Consistency of Practice, Student Voice and Engagement, and Assessment, Data and Differentiation. Where 2017 positive endorsement was 90 per cent or above, the target will be to maintain this level.   | Staff Survey:Increase percentage of positive endorsement in the following areas:Peer Observation: from 20% (2018) to 70%Plan Differentiated learning activities: from 90% (2018) to 95%Use student feedback to improve practice: from 80% (2018) to 90% |
| To improve student engagement and learning confidence. | Yes | By 2021 increase the percentage of positive endorsement in the Attitudes to School Survey.

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| **Factor** | **2017** | **2021** |
| **Stimulating Learning** | 86% | 90% |
| **Sense of Confidence** | 79% | 90% |
| **Motivation and Interest** | 88% | 90% |
| **Self-regulation and Goal setting** | 84% | 90% |
| **Student Voice and Agency** | 71% | 90% |
| **Effort** | 80% | 90% |

 | Student Attitudes to School Survey:Increase percentage of positive endorsement in the following areas:Student voice and agency: from 55% (2018) to 75%Stimulated Learning: from 74% (2018) to 85% |
| To optimise the well-being of students and staff | No | By 2021, increase the percentage of positive endorsement in the Attitudes to School Survey in the following factors:

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| **Factor** | **2017** | **2021** |
| **Teacher Concern** | 71% | 90% |
| **Resilience** | 73% | 90% |
| **Sense of Inclusion** | 82% | 90% |
| **Advocate at School** | 85% | 90% |
| **Managing Bullying** | 80% | 90% |

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| **Goal 1** | To improve student learning outcomes in literacy and numeracy. |
| 12 Month Target 1.1 | NAPLAN:Increase percentage of students in Top 2 Bands of Numeracy in Yr 3 from 70% (2018) to 75%Increase percentage of students in Top 2 Bands of Numeracy in Yr 5 from 42% (2018) to 50%Increase percentage of students in Top 2 Bands of Writing in Yr 3 from 52% (2018) to 60%Increase percentage of students in Top 2 Bands of Writing in Yr 5 from 20% (2018) to 30% |
| 12 Month Target 1.2 | NAPLAN:Decrease percentage of students in Bottom 2 Bands of Numeracy in Yr 3 from 10% (2018) to 5%Decrease percentage of students in Bottom 2 Bands of Numeracy in Yr 5 from 4% (2018) to 0%Decrease percentage of students in Bottom 2 Bands of Writing in Yr 3 from 4% (2018) to 0%Maintain percentage of students in Bottom 2 Bands of Numeracy in Yr 5 from 0% (2018) to 0% |
| 12 Month Target 1.3 | NAPLAN:Increase percentage of students making high relative growth (yr3-5) in Numeracy from 29% (2018) to 35%Increase percentage of students making high relative growth (yr3-5) in Writing from 29% (2018) to 35% |
| 12 Month Target 1.4 | NAPLAN:Decrease percentage of students making low relative growth (yr3-5) in Numeracy from 8% (2018) to 5%Decrease percentage of students making low relative growth (yr3-5) in Writing from 8% (2018) to 5% |
| 12 Month Target 1.5 | NAPLAN:Increase percentage of students making high relative growth (yr5-7) in Numeracy from 47% (2018) to 50%Increase percentage of students making high relative growth (yr5-7) in Writing from 33% (2018) to 40% |
| 12 Month Target 1.6 | NAPLAN:Decrease percentage of students making low relative growth (yr5-7) in Numeracy from 11% (2018) to 8%Decrease percentage of students making low relative growth (yr5-7) in Writing from 11% (2018) to 8% |
| 12 Month Target 1.7 | NAPLAN and Teacher Judgement correlation:Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Numeracy in Yr 3 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Writing in Yr 3 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Numeracy in Yr 5 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Writing in Yr 5 from % (2018) to %\*data for 2018 is not available yet, will add this in\* |
| 12 Month Target 1.8 | Staff Survey:Increase percentage of positive endorsement in the following areas:Peer Observation: from 20% (2018) to 70%Plan Differentiated learning activities: from 90% (2018) to 95%Use student feedback to improve practice: from 80% (2018) to 90% |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 1**Evidence-based high-impact teaching strategies | Build teacher capacity in effectively implementing the Instructional Model and High Impact Teaching Strategies (HITS).  | No |
| **KIS 2**Building practice excellence | Build teacher capacity in data literacy and the use of diagnostic and formative assessment to inform differentiated teaching and learning. | Yes |
| **KIS 3**Building practice excellence | Continue to build leadership capacity across the school and develop greater alignment and consistency between teams across the school. | Yes |
| **KIS 4**Curriculum planning and assessment | Review and update curriculum documentation. | 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. | These Key Improvement Strategies are all fundamental to improving the quality and consistency of teaching practices and ensuring we deliver a viable and guaranteed curriculum. |
| **Goal 2** | To improve student engagement and learning confidence. |
| 12 Month Target 2.1 | Student Attitudes to School Survey:Increase percentage of positive endorsement in the following areas:Student voice and agency: from 55% (2018) to 75%Stimulated Learning: from 74% (2018) to 85% |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 1**Empowering students and building school pride | Build teacher capacity to enhance student voice and ownership of their learning. | Yes |
| **KIS 2**Building practice excellence | Build teacher capacity to provide opportunities for authentic student collaboration in their learning. | 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. | Increased student voice and agency in their learning will increase student engagement, learning outcomes and provide teachers with feedback to constantly improve their practices. |

**Define Actions, Outcomes and Activities**

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| **Goal 1** | To improve student learning outcomes in literacy and numeracy. |
| 12 Month Target 1.1 | NAPLAN:Increase percentage of students in Top 2 Bands of Numeracy in Yr 3 from 70% (2018) to 75%Increase percentage of students in Top 2 Bands of Numeracy in Yr 5 from 42% (2018) to 50%Increase percentage of students in Top 2 Bands of Writing in Yr 3 from 52% (2018) to 60%Increase percentage of students in Top 2 Bands of Writing in Yr 5 from 20% (2018) to 30% |
| 12 Month Target 1.2 | NAPLAN:Decrease percentage of students in Bottom 2 Bands of Numeracy in Yr 3 from 10% (2018) to 5%Decrease percentage of students in Bottom 2 Bands of Numeracy in Yr 5 from 4% (2018) to 0%Decrease percentage of students in Bottom 2 Bands of Writing in Yr 3 from 4% (2018) to 0%Maintain percentage of students in Bottom 2 Bands of Numeracy in Yr 5 from 0% (2018) to 0% |
| 12 Month Target 1.3 | NAPLAN:Increase percentage of students making high relative growth (yr3-5) in Numeracy from 29% (2018) to 35%Increase percentage of students making high relative growth (yr3-5) in Writing from 29% (2018) to 35% |
| 12 Month Target 1.4 | NAPLAN:Decrease percentage of students making low relative growth (yr3-5) in Numeracy from 8% (2018) to 5%Decrease percentage of students making low relative growth (yr3-5) in Writing from 8% (2018) to 5% |
| 12 Month Target 1.5 | NAPLAN:Increase percentage of students making high relative growth (yr5-7) in Numeracy from 47% (2018) to 50%Increase percentage of students making high relative growth (yr5-7) in Writing from 33% (2018) to 40% |
| 12 Month Target 1.6 | NAPLAN:Decrease percentage of students making low relative growth (yr5-7) in Numeracy from 11% (2018) to 8%Decrease percentage of students making low relative growth (yr5-7) in Writing from 11% (2018) to 8% |
| 12 Month Target 1.7 | NAPLAN and Teacher Judgement correlation:Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Numeracy in Yr 3 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Writing in Yr 3 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Numeracy in Yr 5 from % (2018) to %Increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Writing in Yr 5 from % (2018) to %\*data for 2018 is not available yet, will add this in\* |
| 12 Month Target 1.8 | Staff Survey:Increase percentage of positive endorsement in the following areas:Peer Observation: from 20% (2018) to 70%Plan Differentiated learning activities: from 90% (2018) to 95%Use student feedback to improve practice: from 80% (2018) to 90% |
| KIS 1Building practice excellence | Build teacher capacity in data literacy and the use of diagnostic and formative assessment to inform differentiated teaching and learning. |
| **Actions** | -Develop teacher capacity and understanding to analyse and use student data to effectively differentiate teaching and learning in Literacy and Numeracy-Develop teacher knowledge and capacity to plan effectively for differentiated teaching and learning for all students |
| **Outcomes** | Leaders will:-have a detailed understanding of the strengths and weaknesses throughout the school in terms of differentiation in order to support improvement-have a deep understanding of the progress of individual students and cohortsTeachers will:-be more skilled in planning and delivering differentiated learning for all studentsStudents will:-be able to articulate how the work they are doing in class builds upon existing knowledge and skills and understand what they are working towards |
| **Success Indicators** | Staff Survey data on differentiated learningImproved results for students in the Top-2 and Bottom-2 bands of NAPLAN |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| -plan, develop and deliver professional learning for teachers that specifically focuses on differentiated learning for all students. | 🗹 Assistant Principal🗹 Learning Specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -plan, develop and deliver professional learning for teachers that builds data literacy in order to differentiate in their planning | 🗹 Assistant Principal🗹 Learning Specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $3,600.00🗹 Equity funding will be used |
| -attend team meetings to provide support and ensure accountability in terms of differentiation | 🗹 Assistant Principal🗹 Learning Specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $3,600.00🗹 Equity funding will be used |
| -share high level student learning data with year level teams and PLC teams | 🗹 PLC Leaders | 🞎 PLP Priority | from:Term 1to:Term 4 | $3,400.00🗹 Equity funding will be used |
| -monitor student learning data | 🗹 Leadership Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -participate in professional learning to build their capacity to differentiate learning and use data to inform this | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -ensure differentiation is clearly planned for in all planning documents | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used |
| -monitor student learning data and provide explicit teaching to groups and individuals at their point of need | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -develop an understanding of the rationale behind differentiated learning activities | 🗹 Student(s) | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00🞎 Equity funding will be used |
| -work independently to allow targeted explicit teaching to small groups and individuals | 🗹 Student(s) | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00🞎 Equity funding will be used |
| KIS 2Building practice excellence | Continue to build leadership capacity across the school and develop greater alignment and consistency between teams across the school. |
| **Actions** | -Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve literacy and numeracy alignment across the school-Develop agreed upon Peer Observation practices and protocols in order to implement ongoing peer observation to improve Literacy and Numeracy outcomes |
| **Outcomes** | Leaders:-will have a greater understanding of the level of consistency in practices across the school in order to support any required improvementsTeachers will:-have a greater understanding of whole school practices and be actively involved in the school improvement processStudents will:-have a stronger sense of connection and empowerment as a result of increased student voice and agency |
| **Success Indicators** | Staff Survey results on peer observation and consistency of practiceAttitude to School survey results in regards to student voice and agency |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| -develop process for staff to join Professional Learning Communities in Numeracy, Literacy and Positive Education ensuring vertical alignment and consistency of practice | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00🞎 Equity funding will be used |
| -support these PLC teams with appropriate time, support and resources  | 🗹 Assistant Principal🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $3,400.00🞎 Equity funding will be used |
| -develop protocols and processes to enable quality Peer Observations | 🗹 All Staff | 🗹 PLP Priority | from:Term 2to:Term 4 | $0.00🞎 Equity funding will be used |
| -join Professional Learning Communities in Numeracy, Literacy and Positive Education ensuring vertical alignment and consistency of practice | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00🞎 Equity funding will be used |
| -participate in Peer Observations to improve practice, provide feedback and ensure improved consistency | 🗹 All Staff | 🞎 PLP Priority | from:Term 3to:Term 4 | $2,500.00🞎 Equity funding will be used |
| -develop capacity and processes for teachers to effectively seek and respond to student feedback | 🗹 All Staff🗹 Student(s) | 🞎 PLP Priority | from:Term 2to:Term 4 | $0.00🞎 Equity funding will be used |
| -seek regular formal and informal feedback from students in order to improve practice | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00🞎 Equity funding will be used |
| -provide feedback to teachers regarding learning and well-being within the classroom | 🗹 Student(s) | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00🞎 Equity funding will be used |
| -student leaders to attend School Council and engage the parent community with student voice in the school | 🗹 Student(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| KIS 3Curriculum planning and assessment | Review and update curriculum documentation. |
| **Actions** | -Develop curriculum documentation in numeracy and spelling to ensure teaching and learning is consistent and is appropriately sequenced in order to improve student learning outcomes |
| **Outcomes** | Leaders will:-have documentation to support consistent practices and ensure accountabilityTeachers will:-have greater consistency in teaching practices and be able to ensure all curriculum areas are met effectivelyStudents will:-having more consistent and effective learning sequences |
| **Success Indicators** | Staff survey responses to guaranteed and viable curriculumStudent learning outcomes |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| -review and update curriculum documentation and scope and sequence in numeracy and spelling | 🗹 Leadership Team | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used |
| -seek teacher input and feedback into the development of these documents | 🗹 Leadership Team | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used |
| -refer to these curriculum documents regularly in professional learning and monitor their implementation | 🗹 Leadership Team | 🞎 PLP Priority | from:Term 2to:Term 4 | $0.00🞎 Equity funding will be used |
| -inform the community about the curriculum changes | 🗹 Assistant Principal🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -be involved in providing input and feedback to curriculum document development | 🗹 All Staff | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used |
| -implement the curriculum in planning, teaching and learning as per documentation | 🗹 All Staff | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -be informed of and educated about any changes to our curriculum | 🗹 Student(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| **Goal 2** | To improve student engagement and learning confidence. |
| 12 Month Target 2.1 | Student Attitudes to School Survey:Increase percentage of positive endorsement in the following areas:Student voice and agency: from 55% (2018) to 75%Stimulated Learning: from 74% (2018) to 85% |
| KIS 1Empowering students and building school pride | Build teacher capacity to enhance student voice and ownership of their learning. |
| **Actions** | -Develop teacher knowledge and understanding of how to plan and implement teaching strategies that allow for increased student voice and agency in class-Develop greater opportunities for students to be involved in school decision making-Develop teacher capacity to seek student feedback in the classroom and use this feedback to guide future teaching and learning  |
| **Outcomes** | Leaders will:-be more engaged with student feedback that will inform future planning and decision and makingTeachers will:-be more engaged with student feedback that will inform future planning and decision and makingStudents will:-have a greater sense of engagment with their learning and connection to the school |
| **Success Indicators** | Improved outcomes in Student Voice and Agency in staff, student and parent surveysImproved learning outcomes |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| -plan, develop and deliver professional learning for teachers that specifically focuses on student voice and agency | 🗹 Assistant Principal🗹 Principal | 🗹 PLP Priority | from:Term 2to:Term 4 | $0.00🞎 Equity funding will be used |
| -attend team meetings to provide support and ensure student voice and agency is present within planning | 🗹 Assistant Principal🗹 Learning Specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -monitor student feedback (possibly through the use of Pivot) and staff and student surveys | 🗹 Leadership Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -support student leadership opportunities in providing high level feedback | 🗹 Assistant Principal🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -participate in professional learning to build their capacity to increase student voice and agency | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 2to:Term 4 | $0.00🞎 Equity funding will be used |
| -ensure this student voice, agency and feedback are clearly articulated in planning documents | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00🞎 Equity funding will be used |
| -use feedback tools (such as Pivot) to improve practices and reflect with class | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -students will regularly provide feedback through a range of channels | 🗹 Student(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| -students will have a greater say in learning activities | 🗹 Student(s) | 🞎 PLP Priority | from:Term 1to: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 | $10,600.00 | $4,500.00 |
| Additional Equity funding | $11,700.00 | $4,800.00 |
| **Grand Total** | $22,300.00 | $9,300.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| -plan, develop and deliver professional learning for teachers that builds data literacy in order to differentiate in their planning | from:Term 1to:Term 4 | 🗹 School-based staffing🗹 Teaching and learning programs and resources | $3,600.00 | $1,500.00 |
| -attend team meetings to provide support and ensure accountability in terms of differentiation | from:Term 1to:Term 4 | 🗹 School-based staffing | $3,600.00 | $1,500.00 |
| -share high level student learning data with year level teams and PLC teams | from:Term 1to:Term 4 | 🗹 School-based staffing | $3,400.00 | $1,500.00 |
| **Totals** | $10,600.00 | $4,500.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Implementing new differentiated spelling program across the school. | from:Term 1to:Term 1 | 🗹 Teaching and learning programs and resources | $1,700.00 | $1,000.00 |
| Education Support staff employed to provide support to high needs students, specifically speech, literacy and numeracy support | from:Term 1to:Term 4 | 🗹 School-based staffing | $10,000.00 | $3,800.00 |
| **Totals** | $11,700.00 | $4,800.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| -plan, develop and deliver professional learning for teachers that specifically focuses on differentiated learning for all students. | 🗹 Assistant Principal🗹 Learning Specialist(s)🗹 Principal | from:Term 1to:Term 4 | 🗹 Planning🗹 Design of formative assessments🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist | 🗹 On-site |
| -plan, develop and deliver professional learning for teachers that builds data literacy in order to differentiate in their planning | 🗹 Assistant Principal🗹 Learning Specialist(s)🗹 Principal | from:Term 1to:Term 4 | 🗹 Planning🗹 Design of formative assessments🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist | 🗹 On-site |
| -develop protocols and processes to enable quality Peer Observations | 🗹 All Staff | from:Term 2to:Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| -plan, develop and deliver professional learning for teachers that specifically focuses on student voice and agency | 🗹 Assistant Principal🗹 Principal | from:Term 2to:Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |