2019 Annual Implementation Plan

for improving student outcomes

Sunbury West Primary School (5006)

Submitted for review by Inga Wilson (School Principal) on 07 February, 2019 at 10:52 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 17 March, 2019 at 04:27 PM
Endorsed by James King (School Council President) on 01 April, 2019 at 10:09 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	The past 12 months has seen a strong commitment to regional and network professional learning initiatives. The school has engaged in the PLC regional professional learning initiative with key staff having the opportunity to build capacity as leaders in the implementation of the inquiry cycle to improve student outcomes. The school has established structures to support time for PLCs to engage in inquiry, with an increased focus on data literacy. Students are at the centre of these inquiries and there has been a significant shift from teachers focussing on individual class, to cohort ownership of student data. The other key focus for the school has been in relation to the introduction of SWPB. Again, key staff have been trained to facilitate implementation at the school level. The school has to date re-launched its values after extensive community consultation, devised a school wide behaviour management matrix and has reviewed and updated all relevant policies. At the network level, the school has continued to invest in the Middle Years Numeracy Project involving 9 schools across the SDR network. A culmination of two years' work has shown a pedagogical shift in practice with evidence from SNMY and PAT data spanning three years. At the school level, inquiry into Writing has focussed on the instructional model as well as a shift in teaching and learning

	with the introduction of The 6 traits of Writing. This work is supported by the Bastow Literacy leaders professional learning undertaken throughout the year.
Considerations for 2019	Key focus areas for 2019 will include an ongoing commitment to embedding a PLC culture at the school and network level. The school has commenced documentation of its core values, beliefs, practices and behaviours in relation to PLCs and will continue to develop a professional learning strategy that supports a whole staff culture and understanding of PLCs and further opportunities to build the capacity of instructional leaders. School leadership is also committed to the network Principal CoP with a PLC focus.
	The school will continue to embed best practice in Numeracy through further work with critical friend and consultant Kathy Palmer. Kathy will continue to work with the school to build essential learnings around the Big Ideas in Numeracy, supported by the HITS and formative assessment practices.
	Writing will be the key focus for inquiry and will form a large part of the work in relation to learning walks and peer observations to embed continuity of practice. It is hoped that the school can continue its work with Literacy Leaders consultant Narissa Leung in relation to the Traits of Writing.
	Whilst not a major focus, the school will re-affirm the instructional model for Reading, targeting the Big 6 reading strategies.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Build practice excellence to improve student learning outcomes.
Target 1.1	Reading By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 34% to 50%. By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 15% to less than 5%. By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 76% to 90%. Writing By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 11% to 40% By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 20% to less than 5%. By the end of 2021, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages NAPLAN will increase from 62% to 85%. Numeracy By the end of 2021, the percentage of students in the top 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past 4 years will increase from 22% to 40% By the end of 2021, the percentage of students in the bottom 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past will decrease from 19% to less than 5%.

	By the end of 2021, the percentage of students with high or medium gain in Numeracy as measured against NAPLAN will increase from 75% to 90%
Key Improvement Strategy 1.a Building practice excellence	Build staff capacity to plan a comprehensive, sequential and developmental school wide teaching and learning program based on the Victorian Curriculum
Key Improvement Strategy 1.b Building practice excellence	Establish a consistent approach to staff collaboration to improve student outcomes
Key Improvement Strategy 1.c Building practice excellence	Develop a consistent pedagogical model that promotes effective teaching and student agency
Goal 2	Build leadership teams to lead school improvement.
Target 2.1	Stimulating Learning By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2017 ATOSS will increase from 75% to at least 95%. Sense of Confidence By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2017 ATOSS will increase from 75% to at least 95%. Academic Emphasis By the end of 2021 the percentage of endorsement in relation to Academic Emphasis as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%. Collective Efficacy By the end of 2021 the percentage of endorsement in relation to Collective Efficacy as measured against the 2017 Staff Opinion Survey will increase from 82% to at least 95%. Instructional Leadership

	By the end of 2021 the percentage of endorsement in relation to Instructional Leadership as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%.
Key Improvement Strategy 2.a Building leadership teams	Establish a clear understanding of the school's vision and values to build a culture that drives innovation and improvement.
Key Improvement Strategy 2.b Building leadership teams	Establish a culture of collaboration for review, collective responsibility and shared accountability for school improvement.
Key Improvement Strategy 2.c Building leadership teams	Build the capacity of school leaders and all staff, maximising opportunities to share knowledge and engage in quality professional learning

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.
Build practice excellence to improve student learning outcomes.	Yes	Reading By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 34% to 50%. By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 15% to less than 5%. By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 76% to 90%. Writing By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 11% to 40% By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 20% to less than 5%.	By the end of 2019, the percentage of Year 5 students in the top two bands for Reading as measured against NAPLAN will increase from 36% (Year 3 2017) to 45% (Year 5 2019) By the end of 2019, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN will decrease from 16% (Year 3 2017) - to 14% (Year 5 2019). By the end of 2019, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 72% - 80%. By the end of 2019, the percentage of Year 5 students in the top two bands for Writing as measured against NAPLAN will increase from 50% (Year 3 2017) to 52% (Year 5 2019) By the end of 2019, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN will

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Build leadership teams to lead school improvement.	Yes	Stimulating Learning By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2017 ATOSS will increase from 75% to at least 95%. Sense of Confidence	Stimulating Learning By the end of 2019, the percentage of student agreement in in Years 4 – 6, relation to Stimulating Learning as measured against the 2019 ATOSS will increase from 74% to 80% Sense of Confidence By the end of 2018, the percentage of

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Goal 1	Build practice excellence to improve student learning outcomes.
12 Month Target 1.1	By the end of 2019, the percentage of Year 5 students in the top two bands for Reading as measured against NAPLAN will increase from 36% (Year 3 2017) to 45% (Year 5 2019) By the end of 2019, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN will decrease from 16% (Year 3 2017) - to 14% (Year 5 2019).

	By the end of 2019, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 72% - 80%.
	By the end of 2019, the percentage of Year 5 students in the top two bands for Writing as measured against NAPLAN will increase from 50% (Year 3 2017) to 52% (Year 5 2019)
	By the end of 2019, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN will be maintained at 4% as per Year 3 2017 results.
	By the end of 2019, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages will increase from 64% - 75%
	By the end of 2019, the percentage of Year 5 students in the top two bands in Numeracy as measured against NAPLAN will increase from 32% (Year 3 2017) to 40% (Year 5 2019)
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	By the end of 2019, the percentage of students with high or medium gain in Numeracy as measured against 4 year NAPLAN averages will increase from 72% - 80%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build staff capacity to plan a comprehensive, sequential and developmental school wide teaching and learning program based on the Victorian Curriculum	No
KIS 2 Building practice excellence	Establish a consistent approach to staff collaboration to improve student outcomes	Yes
KIS 3 Building practice excellence	Develop a consistent pedagogical model that promotes effective teaching and student agency	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As part of our commitment to the PLC initiative in 2019, the school will be embedding a culture of professional learning and collaboration through evidence based inquiry into improving student outcomes. The school will operate two PLC teams, P - 2 and 3 - 6. An ongoing focus to build staff capacity in relation to data literacy will be supported through scheduled, timetabled meetings for PLC teams to meet weekly. Strategies for collecting, recording and monitoring student data to inform planning and scaffold student achievement will be refined and consolidated. PLCs will also focus on consolidating their understanding of Education State priorities, linking elements such as The HITs, Professional Practice Principles, The Instructional Model and Student Voice, Agency and Leadership into daily practice. Through the implementation of School Wide Positive Behaviours, the school will reinforce the new school values and expectations. The school will also be continuing its work around building continuity of practice, with a particular focus on Writing. Professional learning and team planning in relation to the recently introduced 6 + 1 Traits of Writing will be evidenced by Learning Walks and Peer Observations to promote consistent pedagogical approaches in the delivery of the instructional model. Ongoing work in Numeracy will focus on the development of Essential Learnings for the Big Ideas in Numeracy. This will involve unpacking the Big Ideas at each respective level, creating sequential learning intentions and success criteria for each stage of learning and documenting the relevant formative and summative assessments to be used. This professional learning focus will extend the work already completed at the school and network level in 2018.
Goal 2	Build leadership teams to lead school improvement.
12 Month Target 2.1	Stimulating Learning By the end of 2019, the percentage of student agreement in in Years 4 – 6, relation to Stimulating Learning as measured against the 2019 ATOSS will increase from 74% to 80% Sense of Confidence By the end of 2018, the percentage of student agreement in relation to Sense of Confidence as measured against the 2018 ATOSS will increase from 71% to 80% Academic Emphasis By the end of 2019, the percentage of endorsement in relation to Academic Emphasis as measured against the 2019 Staff Opinion Survey will increase from 62% to 70% Collective Efficacy By the end of 2019, the percentage of endorsement in relation to Academic Emphasis as measured against the 2019 Staff Opinion Survey will increase from 62% to 70%

	Instructional Leadership By the end of 2019, the percentage of endorsement in relation to Instructional Leadership as measured against the 2019 Staff Opinion Survey will increase from 85% to 90%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Establish a clear understanding of the school's vision and values to build a culture that drives innovation and improvement.	No
KIS 2 Building leadership teams	Establish a culture of collaboration for review, collective responsibility and shared accountability for school improvement.	Yes
KIS 3 Building leadership teams	Build the capacity of school leaders and all staff, maximising opportunities to share knowledge and engage in quality professional 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.	A focus on KIS 2 directly supports the evidence based inquiry to be undertaken by the PLC teams in 2019. Instructional leaders will be provided with opportunities for ongoing professional learning to support and build their capacity as middle management leaders within the school. Leaders will be supported to implement the inquiry process into improving student outcomes. Collective accountability and shared responsibility will be further evidenced by the school's involvement in the SDR Network PLC focus, with work stemming from the Principal Class PLC to directly influence and impact school based actions. Curriculum leaders and Engagement and wellbeing leaders will also be encouraged to build their capacity through regional initiatives such as School Wide Positive Behaviours,Curriculum Leaders' Networks, growth Coaching and Balanced Leadership programs.	

Define Actions, Outcomes and Activities

Goal 1	Build practice excellence to improve student learning outcomes.
12 Month Target 1.1	By the end of 2019, the percentage of Year 5 students in the top two bands for Reading as measured against NAPLAN will increase from 36% (Year 3 2017) to 45% (Year 5 2019) By the end of 2019, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN will decrease from 16% (Year 3 2017) - to 14% (Year 5 2019). By the end of 2019, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 72% - 80%. By the end of 2019, the percentage of Year 5 students in the top two bands for Writing as measured against NAPLAN will increase from 50% (Year 3 2017) to 52% (Year 5 2019) By the end of 2019, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN will be maintained at 4% as per Year 3 2017 results. By the end of 2019, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages will increase from 64% - 75% By the end of 2019, the percentage of Year 5 students in the top two bands in Numeracy as measured against NAPLAN will increase from 32% (Year 3 2017) to 40% (Year 5 2019) By the end of 2019, the percentage of students in the bottom 2 bands for Numeracy as measured against Year 5 NAPLAN will decrease from 12% (Year 3 2017) to less than 5% (Year 5 2019). By the end of 2019, the percentage of students with high or medium gain in Numeracy as measured against 4 year NAPLAN averages will increase from 72% - 80%
KIS 1 Building practice excellence	Establish a consistent approach to staff collaboration to improve student outcomes

Actions	Embed a culture of collaboration for consistent school wide approaches that develop teacher capacity by: Implementing professional learning communities across the school Incorporating ongoing data collection and analysis into planning Enhancing teacher capability in best practice pedagogical models in Literacy and Numeracy
Outcomes	Students will Be empowered to set goals and provide feedback about their progress and future learning through enhanced opportunities which promote voice and agency in their learning. Engage in learning that is tailored to meet their entry points and specific learning needs. Teachers will Engage in the PLC inquiry cycle at least once per term with a specific focus on improving student outcomes in reading, writing, numeracy or wellbeing. Regularly use evidence to determine student learning needs and plan for best practice approaches that enhance student outcomes. Engage in peer observations to reflect, review and provide feedback about each inquiry cycle. Collect data in accordance with the assessment schedule and update data walls with this information. Leaders will Engage in the PLC inquiry cycle alongside teams to assure alignment with school improvement initiatives. Build instructional leader capacity by guiding and supporting instructional leaders in the inquiry process. Engage in a community of practice at a network level, with a specific focus on PLC's.
Success Indicators	Attitudes to School Survey 4-6 Pivot P-6 School staff survey EOI P-2 MOI P-6 PAT-R and PAT-M P-6 On Demand number 3-6 Fountas and Pinnell/other bench marking tool eg. PM, Oxford Owl, Probe

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish the conditions for effective PLC's across the school by: Providing professional learning for all staff exploring the purpose, nature and process for PLC inquiries. The meeting schedule will allow staff to engage in PLC meetings once a week.	☑ All Staff	☑ PLP Priority	from: Term 1	$0.00 ☐ Equity funding will be used

Implement the inquiry cycle in PLC teams. All teams will engage in at least one inquiry cycle per term based on evidence based research with a focus on Reading, Writing, Number or Wellbeing. This will take place during scheduled meetings once a week. Due to a small staffing profile and the structure of classes, two PLC teams will operate, a P - 2 and 3 - 6 team.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teaching teams will be further supported in the implementation of the inquiry cycle by being released for two half day planning sessions. The purpose for these sessions is to provide sustained opportunities to engage in professional dialogue with a focus on building capacity in relation to data literacy. Teams will use this time for data collection, analysis and moderation to inform planning and curriculum delivery.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 3	$5,000.00 ☑ Equity funding will be used
Teams will plan for pedagogical approaches that enhance student outcomes in Literacy and Numeracy by focusing on: 6 Traits of Writing Big 6 in Reading Big Ideas in Number (This will be supported by professional learning as identified in Goal 1, KIS 2)	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teams will have time to reflect on and provide feedback in relation to the PLC inquiry process to drive further improvement. Professional learning sessions, planning days and the PDP process will provide the forums for feedback which will be derived from peer observations, learning walks and classroom implementation of strategies as identified through PLC inquiry.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review and refine the data walls that were introduced in 2018, for the purpose of tracking student progress in Number and Reading. These will be based on bench marking tools for Reading and MOI and On Demand for Number (in accordance with the assessment	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

schedule). Data will be updated at regular intervals throughout the year.					

KIS 2 Building practice excellence	Develop a consistent pedagogical model that promotes effective teaching and student agency				
Actions	Promote opportunities for student voice and agency that support goal setting and feedback in their learning Use an evidence based inquiry cycle to develop consistent approaches to teaching and learning in Writing from P – 6 Refine, consolidate and implement a consistent, agreed upon instructional model for Writing, Reading and Numeracy. Enhance teacher capacity in Education State initiatives.				
Outcomes	Students will Contribute to shaping the curriculum and learning activities Be able to articulate the goals of each lesson and how they know if they have successfully achieved them Understand and self-assess their progress and be able to articulate what they need to learn next Teachers will Articulate learning intentions, success criteria and provide feedback to students in relation to the attainment of goals Consistently implement agreed upon instructional models for reading, Writing and Numeracy Leaders will Conduct observations of practice in classrooms using Peer Observation and Learning Walk models to monitor changes in practice Meet with staff to provide feedback on practice				
Success Indicators	Attitudes to School Survey 4-6 Pivot P-6 School staff survey EOI P-2 MOI P-6 PAT-R and PAT-M P-6 On Demand number 3-6 Fountas and Pinnell/other bench marking tool eg. PM, Oxford Owl, Probe				

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Conduct Pivot Survey from P - 6 to determine student attitudes and perceptions around teaching and learning.	☑ All Staff	☐ PLP Priority	from: Term 1	$1,200.00

These will be conducted twice a year.			to: Term 4	☑ Equity funding will be used
Introduce staff to Amplify to promote staff capacity in relation to student Voice, Agency and Leadership, through teacher planning. Scheduled whole staff meetings and PLC meetings will focus on the exploration of these, and particularly how they relate to the HITS and e5.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Refine and consolidate the Instructional Model for Writing based on the introduction of the 6 + 1 Traits of Writing. This will involve documentation of the instructional model being reviewed and refined for final publication.. Teams will affirm delivery of the model by engaging in professional learning based on in-house coaching, peer observations and learning walks to ensure continuity of planning and practice within teams and across the school.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used
Build Essential Learnings in Numeracy based on the Big Ideas. Teams will work with critical friend and consultant to unpack each of the developmental stages to promote sequential learning in Numeracy. The document will be supported by the identification of key Learning Intentions, Success Criteria and assessment practices.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used
Conduct ATOSS and school based feedback surveys to complement PIVOT survey data. PLC teams will conduct comparative data analysis and report findings.	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Engage a critical friend and consultant to work with teaching teams in the implementation of best practice. This will extend the work undertaken in 2018, based on the Bastow Literacy Leaders	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$10,000.00

Program. It is anticipated that this will involve planning sessions, coaching and modelling and peer observation.			to: Term 4	☑ Equity funding will be used
Provide opportunities for staff development in their understanding and use of key resources such as Professional Practice Principles, The HITS and the e5 Instructional Model. These will be reflected via team planning, staff professional development sessions and the PLC inquiry process.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Build leadership teams to lead school improvement.
12 Month Target 2.1	Stimulating Learning By the end of 2019, the percentage of student agreement in in Years 4 – 6, relation to Stimulating Learning as measured against the 2019 ATOSS will increase from 74% to 80% Sense of Confidence By the end of 2018, the percentage of student agreement in relation to Sense of Confidence as measured against the 2018 ATOSS will increase from 71% to 80% Academic Emphasis By the end of 2019, the percentage of endorsement in relation to Academic Emphasis as measured against the 2019 Staff Opinion Survey will increase from 62% to 70% Collective Efficacy By the end of 2019, the percentage of endorsement in relation to Academic Emphasis as measured against the 2019 Staff Opinion Survey will increase from 62% to 70% Instructional Leadership By the end of 2019, the percentage of endorsement in relation to Instructional Leadership as measured against the 2019 Staff Opinion Survey will increase from 85% to 90%
KIS 1 Building leadership teams	Establish a culture of collaboration for review, collective responsibility and shared accountability for school improvement.

Actions	Embed a Professional Learning Community Culture of Instructional Leadership that supports the implementation of school improvement initiatives by: Providing opportunities to build the leadership capacity of instructional and middle level leaders. Enhancing school based structures that support the work of school improvement teams. Enhance the collective responsibility of all staff in implementation of the AIP key improvement strategies, in alignment with the PDP process.
Outcomes	Students will Contribute to shaping the curriculum and learning activities Teachers will Demonstrate increased performance in the use of high impact teaching strategies for teaching and learning in Literacy and Numeracy Develop a deep understanding of how students learn through high quality assessment and collective analysis and use of data to inform teaching practice Leaders will monitor the conditions, protocols and forums for staff to regularly engage in professional dialogue pertaining to data and student learning Participate in learning opportunities along side teams to support PLC learning initiatives
Success Indicators	Documented inquiry cycles as part of the PLC process Staff participation rates in the staff survey Moderation data for literacy and numeracy Student profile data Staff PDP documentation and feedback

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Building capacity of instructional leaders. Instructional leaders will be provided with further opportunities for professional learning to build their capacity to facilitate the PLC inquiry cycle with teams. This will involve participation in PLC professional learning being offered at the network level with the regional PLC coach	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

Provide opportunities for curriculum leaders to build capacity in their respective roles by participating in network and regional Literacy and Numeracy professional learning opportunities as they arise. This may involve examples such as ongoing network Curriculum Leader Meetings.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Instructional leaders and Curriculum leaders will be further supported at the school level via ongoing Strategic Planning meetings. These meetings will be held fortnightly. During these meetings, leaders will be guided to work towards the achievement of goals and targets within the AIP.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
The leadership team will support all staff in the development of common PDP goals that focus on shared accountability for school improvement in alignment with the AIP. Staff goals will be collated and monitored by the leadership team.	☑ All Staff ☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 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	$37,200.00	$37,200.00
Additional Equity funding	$41,000.00	$41,000.00
Grand Total	$78,200.00	$78,200.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Teaching teams will be further supported in the implementation of the inquiry cycle by being released for two half day planning sessions. The purpose for these sessions is to provide sustained opportunities to engage in professional dialogue with a focus on building capacity in relation to data literacy. Teams will use this time for data collection, analysis and moderation to inform planning and curriculum delivery.	from: Term 2 to: Term 3	☑ School-based staffing ☑ CRT	$5,000.00	$5,000.00
Conduct Pivot Survey from P - 6 to determine student attitudes and perceptions around teaching and learning. These will be conducted twice a year.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$1,200.00	$1,200.00
Refine and consolidate the Instructional Model for Writing based on the introduction of the 6 + 1 Traits of Writing. This will involve documentation of the instructional model being reviewed and refined for final	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$4,000.00	$4,000.00

publication.. Teams will affirm delivery of the model by engaging in professional learning based on in-house coaching, peer observations and learning walks to ensure continuity of planning and practice within teams and across the school.				
Build Essential Learnings in Numeracy based on the Big Ideas. Teams will work with critical friend and consultant to unpack each of the developmental stages to promote sequential learning in Numeracy. The document will be supported by the identification of key Learning Intentions, Success Criteria and assessment practices.	from: Term 1 to: Term 2	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00
Engage a critical friend and consultant to work with teaching teams in the implementation of best practice. This will extend the work undertaken in 2018, based on the Bastow Literacy Leaders Program. It is anticipated that this will involve planning sessions, coaching and modelling and peer observation.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$10,000.00	$10,000.00
Building capacity of instructional leaders. Instructional leaders will be provided with further opportunities for professional learning to build their capacity to facilitate the PLC inquiry cycle with teams. This will involve participation in PLC professional learning being offered at the network level with the regional PLC coach	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$5,000.00	$5,000.00
Provide opportunities for curriculum leaders to build capacity in their respective roles by participating in network and regional Literacy and Numeracy professional learning opportunities as they arise. This may involve examples such as ongoing network Curriculum Leader Meetings.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$2,000.00	$2,000.00
Totals			$37,200.00	$37,200.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Equity funding within the credit line supports staff allocation as the school will be in deficit	from: Term 1 to: Term 4	☑ School-based staffing	$40,000.00	$40,000.00
Additional equity funding in the credit line will support school staffing due to deficit. Approximately $1000 will be used for providing curriculum resources and equipment.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$1,000.00	$1,000.00
Totals			$41,000.00	$41,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish the conditions for effective PLC's across the school by: Providing professional learning for all staff exploring the purpose, nature and process for PLC inquiries. The meeting schedule will allow staff to engage in PLC meetings once a week.	☑ All Staff	from: Term 1	☑ Planning ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources PLC Regional Manager	☑ On-site
Implement the inquiry cycle in PLC teams. All teams will engage in at least one inquiry cycle per term based on evidence based research with a focus on Reading, Writing, Number or Wellbeing. This will take place during scheduled meetings once a week. Due to a small staffing profile and the structure of classes, two PLC teams will operate, a P - 2 and 3 - 6 team.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Refine and consolidate the Instructional Model for Writing based on the introduction of	☑ All Staff	from: Term 1	☑ Planning ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff	☑ On-site

the 6 + 1 Traits of Writing. This will involve documentation of the instructional model being reviewed and refined for final publication.. Teams will affirm delivery of the model by engaging in professional learning based on in-house coaching, peer observations and learning walks to ensure continuity of planning and practice within teams and across the school.		to: Term 4	☑ Peer observation including feedback and reflection	☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ External consultants Narissa Leung	
Build Essential Learnings in Numeracy based on the Big Ideas. Teams will work with critical friend and consultant to unpack each of the developmental stages to promote sequential learning in Numeracy. The document will be supported by the identification of key Learning Intentions, Success Criteria and assessment practices.	☑ Teacher(s)	from: Term 1 to: Term 2	☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Kathy Palmer	☑ On-site
Building capacity of instructional leaders. Instructional leaders will be provided with further opportunities for professional learning to build their capacity to facilitate the PLC inquiry	☑ Leadership Team	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources PLC Initiative / Regional PLC Manager	☑ Off-site TBA

cycle with teams. This will involve participation in PLC professional learning being offered at the network level with the regional PLC coach						
Provide opportunities for curriculum leaders to build capacity in their respective roles by participating in network and regional Literacy and Numeracy professional learning opportunities as they arise. This may involve examples such as ongoing network Curriculum Leader Meetings.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ Off-site TBA