

2019 Annual Implementation Plan

for improving student outcomes

Geelong East Primary School (0541)



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
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Excelling
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	
Enter your reflective comments	2019 is the school's Year of Review. PLC's have continued to support a whole school approach to learning outcomes. Collaboratively working through an inquiry cycle teachers were supported to build their capacity to utilise student data to improve their teaching practice. A success in this process was the appointment of a Learning Specialist to support this process given that 2 highly trained Instructional Leaders were also present.	

	<p>Equity monies has been pivotal in supporting release for Instructional leaders to support the whole school focus on HITS. Equity monies also ensured further PLC time for each team in inquiry cycle twice a week.</p> <p>Some target areas in 2018 saw a slight dip but this was expected given the large change-over (graduates and losing keystone instructional leaders) and a re-focus on some work that proved challenging (eg SWPB Restorative Practices, Gotchas) were new strategies for some of the teachers. On supporting their development as graduate teachers in curriculum, as well as building work in some areas.</p> <p>Under the domain of School Ethos and Environment of the Parent Opinion Survey the school showed improvement with 97%.</p>
<p>Considerations for 2019</p>	<p>2019 will see 8 new staff replacing retirement or family leave staff. Recruitment included staff with experience in the area of additional needs. 2019 will see further professional learning to support the vertical and horizontal distributive leadership. Instructional leaders will continue to lead the building of teacher capacity through the PLC inquiry cycle. Building all teachers' capacity to work within a school with high additional needs will be a focus. High expectations for learning outcomes. The linking of our Instructional Model (based on the good practice model) explicitly to HITS is a high priority for 2019. Peer observations will also be focused on HITS. CUST training will support teachers' capacity to engage Koori students.</p> <p>Berry Street education modules will support building teachers' capacity in the area of trauma-informed practice. Frustrations around the availability of Network support for the high level of additional needs will be addressed through a project based project throughout 2019 to improve the targeted response of Network staff, this includes working with the Leadership team and the Disabilities coordinator (R.Sunderland) working with the school in the area of additional needs. The school is utilising the NESTLI Wellbeing toolkit to support teachers through professional learning. Building teachers' capacity to engage parents in learning will continue to be a key improvement area. An Engagement action team will investigate further avenues using the See Saw application to support student learning.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	ACHIEVEMENT - To ensure each child achieves one year's learning growth in Literacy and Numeracy from 12-month period.
Target 1.1	<p>1 year's learning growth for every child from point of need for every year in Literacy and Numeracy</p> <p><u>NAPLAN Relative Growth</u></p> <p>Reading - Low growth from 42% in 2015 to 25% in 2019. Writing - Low growth from 55% in 2015 to 25% in 2019 Number - Low growth from 44% in 2015 to 25% in 2019 Reading - Medium growth from 37% in 2015 to 50% in 2019 Writing - Medium growth from 36% in 2015 to 50% in 2019 Number - Medium growth from maintain at 39% in 2015 to 50% in 2019 Reading - High Growth from 21% in 2015 to 25% in 2019 Writing - High Growth from 9% in 2015 to 25% in 2019 Number - High Growth from 17% in 2015 to 25% in 2019</p> <p><u>Naplan Top 3 bands</u></p> <p>Yr 3 Reading - Top 3 bands 62% in 2015 to be 70% in 2019 Yr 3 Writing – Top 3 bands 54% in 2015 to be 75% in 2019 Yr 3 Numeracy –Top 3 bands 60% in 2015 to be 70% in 2019 Yr 5 Reading - Top 3 bands 27% in 2015 to be 50% in 2019 Yr 5 Writing –Top 3 bands 18% in 2015 to be 50% in 2019 Yr 5 Numeracy – Top 3 bands 27% in 2015 to be 50% in 2019</p>
Key Improvement Strategy 1.a Building practice excellence	Embed the PLC framework and process
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop an agreed guaranteed and viable curriculum that is fully documented
Key Improvement Strategy 1.c Building practice excellence	Peer observations
Key Improvement Strategy 1.d Curriculum planning and assessment	Build teacher capacity to utilize student achievement data and make accurate teacher judgements.
Goal 2	Develop a leadership structure that will create the organisational conditions that support high quality instruction and student learning growth.
Target 2.1	<p>Staff Survey: Teacher collaboration: whole school 66.07 in 2015 to be 80.0 by 2019 Guaranteed and viable curriculum: whole school 74.4 in 2015 to 85.0 by 2019 Teacher collaboration - 66.07 in 2015 to 93 by 2019.</p>

Key Improvement Strategy 2.a Building leadership teams	Embed a distributed leadership framework.
Goal 3	ENGAGEMENT - To develop a student centred learning environment by building a learning partnership v
Target 3.1	Parent survey: School Improvement in 2015 whole school 5.61% to be 5.7% by end of 2019 Reporting – in 2015 whole school 5.06% to be 5.6% by end of 2019 Student survey (ATSS): Learning Confidence from 4.37% in 2015 to be 4.55% by end of 2019 School Staff Survey (SSS) : whole school trust in students and parents at 69.45% in 2015 to be 8 Student Absence: 12.07 average number of days per child per year in 2015, to be at 9 by end of 2
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Students understand and own their learning data - feedback and feed forward (goal setting).
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a learning culture in our school community.
Goal 4	WELLBEING - To establish a safe and caring learning environment that develops student resilience and
Target 4.1	Attitudes to School Survey Classroom Behaviour: difference of .7 above SFO in 2015 to be main Connectedness to Peers: difference of .2 above SFO in 2015 to increase to at least .5 above SFO Staff survey Collective efficacy: whole school 69.8 in 2015 to be 85.0 by 2019 Parent survey: Behaviour management difference of .5 above state mean in 2015 to be maintained or improved state in 2019 Student safety 5.33 in 2015 to be 5.5 in 2019 Classroom behaviour 3.67 to be 4.3 in 2019
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Develop a whole school approach to positive classroom behaviour - Ensure whole school practice throug
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Improve transition processes including decreasing the level of student absence - Ensure whole school practice through and across levels.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 months The 12 months towards the same date
<p>ACHIEVEMENT - To ensure each child achieves one year's learning growth in Literacy and Numeracy from their point of need, over a 12-month period.</p>	Yes	<p>1 year's learning growth for every child from point of need for every year in Literacy and Numeracy.</p> <p><u>NAPLAN Relative Growth</u> Reading - Low growth from 42% in 2015 to 25% in 2019. Writing - Low growth from 55% in 2015 to 25% in 2019 Number - Low growth from 44% in 2015 to 25% in 2019 Reading - Medium growth from 37% in 2015 to 50% in 2019 Writing - Medium growth from 36% in 2015 to 50% in 2019 Number - Medium growth from maintain at 39% in 2015 to 50% in 2019 Reading - High Growth from 21% in 2015 to 25% in 2019 Writing - High Growth from 9% in 2015 to 25% in 2019 Number - High Growth from 17% in 2015 to 25% in 2019</p> <p><u>Naplan Top 3 bands</u> Yr 3 Reading - Top 3 bands 62% in 2015 to be 70% in 2019 Yr 3 Writing – Top 3 bands 54% in 2015 to be 75% in 2019 Yr 3 Numeracy –Top 3 bands 60% in 2015 to be 70% in 2019 Yr 5 Reading - Top 3 bands 27% in 2015 to be 50% in 2019 Yr 5 Writing –Top 3 bands 18% in 2015 to be 50% in 2019 Yr 5 Numeracy – Top 3 bands 27% in 2015 to be 50% in 2019</p>	<p>Reading growth Reading growth Reading Growth Yr 3 Re bands Year 3 in 2019 Year 5 Top 3 b</p>
<p>Develop a leadership structure that will create the organisational conditions that support high quality instructional practice resulting in student learning growth.</p>	Yes	<p>Staff Survey: Teacher collaboration: whole school 66.07 in 2015 to be 80.0 by 2019 Guaranteed and viable curriculum: whole school 74.4 in 2015 to 85.0 by 2019 Teacher collaboration - 66.07 in 2015 to 93 by 2019.</p>	<p>Staff S 80.0 by Positive Empha end of Guarar 85.0 by Teache of 2019</p>
<p>ENGAGEMENT - To develop a student centred learning environment by building a learning partnership with our parent community.</p>	Yes	<p>Parent survey: School Improvement in 2015 whole school 5.61% to be 5.7% by end of 2019 Reporting – in 2015 whole school 5.06% to be 5.6% by end of 2019 Student survey (ATSS): Learning Confidence from 4.37% in 2015 to be 4.55% by end of 2019 School Staff Survey (SSS) : whole school trust in students and parents at 69.45% in 2015 to be 80% by end of 2019 Student Absence: 12.07 average number of days per child per year in 2015, to be at 9 by end of 2019</p>	<p>Parent be 5.7% end of2 ATSS - by end - Stimula by the SSS -w parents Studen 2019</p>

WELLBEING - To establish a safe and caring learning environment that develops student resilience and constructive relationships.	Yes	<p>Attitudes to School Survey Classroom Behaviour: difference of .7 above SFO in 2015 to be maintained or bettered by 2019</p> <p>Connectedness to Peers: difference of .2 above SFO in 2015 to increase to at least .5 above SFO by 2019</p> <p>Staff survey Collective efficacy: whole school 69.8 in 2015 to be 85.0 by 2019</p> <p>Parent survey: Behaviour management difference of .5 above state mean in 2015 to be maintained or improved state in 2019</p> <p>Student safety 5.33 in 2015 to be 5.5 in 2019 Classroom behaviour 3.67 to be 4.3 in 2019</p>	<p>ATTS - difference</p> <p>difference 2019</p> <p>Manag (Panor 2019</p> <p>Staff su 85.0 by</p> <p>Parent difference</p> <p>maintain</p> <p>Studen 2019</p> <p>Classro end of</p>
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Goal 1	ACHIEVEMENT - To ensure each child achieves one year's learning growth in Literacy and need, over a 12-month period.
12 Month Target 1.1	<p>Reading, Writing and Number - Low growth to be 25% in 2019</p> <p>Reading, Writing and Number - Medium growth to be 50% in 2019</p> <p>Reading, Writing and Number - High Growth to be 25% in 2019</p> <p>Yr 3 Reading and Numeracy - Top 3 bands to be 70% in 2019</p> <p>Year 3 Writing - Top 3 bands to be 75% in 2019</p> <p>Year 5 Reading, Writing and Numeracy - Top 3 bands</p>

Key Improvement Strategies

<p>KIS 1 Building practice excellence</p>	Embed the PLC framework and process
<p>KIS 2 Curriculum planning and assessment</p>	Develop an agreed guaranteed and viable curriculum that is fully documented
<p>KIS 3 Building practice excellence</p>	Peer observations
<p>KIS 4 Curriculum planning and assessment</p>	Build teacher capacity to utilize student achievement data and make accurate teacher judgements.
<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>2019 is the school's year of review of the strategic plan and sees the introduction of 8 new staff members. Through inquiry, utilising on balance judgement of all data, a positive trend trajectory was indicated overall. Investigation into the data sets indicates an implementation dip in some areas which can be attributed to limited staff knowledge and skills in targeted areas.</p> <p>With the introduction of 5 new staff members in 2018, our whole staff AIP review discussions were held to ensure continuity of practice in 2019</p>

Goal 2	Develop a leadership structure that will create the organisational conditions that support high resulting in student learning growth.
12 Month Target 2.1	Staff Survey: Teacher collaboration to be 80.0 by end of 2019 Positive endorsement in Academic Emphasis (Panorama) to be 85% by the end of 2019 Guaranteed and viable curriculum: to be 85.0 by end of 2019 Teacher collaboration: to be 93.0 by end of 2019
Key Improvement Strategies	
KIS 1 Building leadership teams	Embed a distributed leadership framework.
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.	2019 is the school's year of review of the strategic plan and sees the introduction of 8 new staff members. Through the cycle of inquiry, utilising on balance judgement of all data, a positive trend trajectory is expected for 2019. Investigation into the data sets indicates an implementation dip in some areas which can be addressed through staff knowledge and skills in targeted areas. With the introduction of 5 new staff members in 2018, our whole staff AIP review discussions were needed to ensure continuity of practice in 2019.
Goal 3	ENGAGEMENT - To develop a student centered learning environment by building a learning community.
12 Month Target 3.1	Parent survey - School Improvement to be 5.7% by end of 2019 - Reporting to be 5.6% by end of 2019 ATSS - (Sense of) Confidence to be 76% by end of 2019 - Positive endorsement in Stimulating Learning in Gr 5/6 to be 80% by the end of 2019 SSS -whole school trust in students and parents to be 80% by end of 2019 Student Absence: to be at 9 by end of 2019
Key Improvement Strategies	
KIS 1 Setting expectations and promoting inclusion	Students understand and own their learning data - feedback and feed forward (goal setting).
KIS 2 Setting expectations and promoting inclusion	Develop a learning culture in our school community.
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.	2019 is the school's year of review of the strategic plan and sees the introduction of 8 new staff members. Through the cycle of inquiry, utilising on balance judgement of all data, a positive trend trajectory is expected for 2019. Investigation into the data sets indicates an implementation dip in some areas which can be addressed through staff knowledge and skills in targeted areas. With the introduction of 5 new staff members in 2018, our whole staff AIP review discussions were needed to ensure continuity of practice in 2019.
Goal 4	WELLBEING - To establish a safe and caring learning environment that develops student relationships.

12 Month Target 4.1	<p>ATTS - Classroom Behaviour to be difference of .7 or above by end of 2019</p> <ul style="list-style-type: none"> - Connectedness to Peers: difference of .5 above SFO by end of 2019 - Positive endorsement in Managing Bullying in years5/6 (Panorama) to be 85% by the end of 2019 <p>Staff survey: Collective efficacy to be 85.0 by end of 2019</p> <p>Parent survey: Behaviour management difference of .5 above state mean to be maintained</p> <p>Student safety to be 5.5 by the end of 2019</p> <p>Classroom behaviour to be 4.3 by the end of 2019</p>
Key Improvement Strategies	
<p>KIS 1 Setting expectations and promoting inclusion</p>	<p>Develop a whole school approach to positive classroom behaviour - Ensure whole school practice through and across levels.</p>
<p>KIS 2 Setting expectations and promoting inclusion</p>	<p>Improve transition processes including decreasing the level of student absence</p> <ul style="list-style-type: none"> - Ensure whole school practice through and across levels.
<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>2019 is the school's year of review of the strategic plan and sees the introduction of 8 new staff members. Through the cycle of inquiry, utilising on balance judgement of all data, a positive trend trajectory was seen over the last 5 years.</p> <p>Investigation into the data sets indicates an implementation dip in some areas which can be attributed to limited staff knowledge and skills in targeted areas.</p> <p>With the introduction of 5 new staff members in 2018, our whole staff AIP review discussions were held to ensure continuity of practice in 2019.</p>

Define Actions, Outcomes and Activities

Goal 1	ACHIEVEMENT - To ensure each child achieves one year's learning growth in Literacy and Numeracy over a 12-month period.		
12 Month Target 1.1	Reading, Writing and Number - Low growth to be 25% in 2019 Reading, Writing and Number - Medium growth to be 50% in 2019 Reading, Writing and Number - High Growth to be 25% in 2019 Yr 3 Reading and Numeracy - Top 3 bands to be 70% in 2019 Year 3 Writing - Top 3 bands to be 75% in 2019 Year 5 Reading, Writing and Numeracy - Top 3 bands		
KIS 1 Building practice excellence	Embed the PLC framework and process		
Actions	Data and Moderation Cycle will be embedded and aligned with the FISO improvement cycle PLC manual implemented and evaluated Termly non-negotiables embedded in all PLCs and linked to a termly action plan with goals Proficiency scales (learning progressions) to be reworded and documented for student goal setting Equity monies for PLC instructional leaders time release Equity monies for second hour level PLC meetings Equity monies for building capacity of leadership		
Outcomes	Leaders will use explicit language referencing the AIP targets and goals at every PLC meeting A common template will be used to record minutes of all PLC meetings with a focus on the Instructional Leadership The use of proficiencies will be used to indicate progress of students and the data wall will be used for and reflection of growth. Staff will attend PLC meetings with required documentation/evidence. References to individual student assessment folder will be a non negotiable in PLC meetings. The use of learning progressions utilised for individual student goal setting. Area level teachers will create termly action plans linking students cohort data in reading, writing and numeracy		
Success Indicators	6 months: Data and Moderation Cycle (3-6 weeks) documents supported by proficiency scales (learning progressions) Use of I can statements linking student goals to proficiency scales/reading behaviours Review PLC manual linking staff survey to FISO questions from staff survey collective efficacy Termly action plans created to indicate one term's growth for students in Reading, Writing and Numeracy What would be measured i.e. writing and number proficiency scales. What would achievement look like for the cohort? 12 months: Planning documents utilising learning proficiencies Goal setting (I can statements) linked to learning proficiencies in Numeracy P-8 on Compass Goal setting (I can statements) linked to learning proficiencies in Reading and Writing for students Bastow leading Literacy and Leading Numeracy courses completed by middle leaders Instructional leadership training to be completed when/if available (succession planning)		
Activities and Milestones	Who	Is this a PL Priority	When
Bastow leading Literacy and Leading Numeracy courses completed by middle leaders	☑ Teacher(s)	☑ PLP Priority	from: Term to: Term

Instructional leadership training to be completed when/if available (succession planning)	✔ Leadership Team	✔ PLP Priority	from: Term to: Term
KIS 2 Curriculum planning and assessment	Develop an agreed guaranteed and viable curriculum that is fully documented		
Actions	<p>Build teacher capacity to use proficiency scales (learning progressions) for learning intentions learning.</p> <p>Action teams to dissect HITS document and how these fit into instructional model</p> <p>Build teacher capacity to use proficiency scales (learning progressions) with students for goal learning.</p> <p>Implement Inquiry Lenses through the 2 year inquiry curriculum plan work with Jeni Wilson</p> <p>Further develop capacity of staff to identify and integrate aspects of the curriculum through an inquiry process.</p> <p>Work with an Inquiry coach to continue progress in this area.</p> <p>Work with a Writing coach to facilitate cycles of inquiry into improvements in this area.</p> <p>Bastow Leading Maths and Bastow Leading Literacy to support leadership in these areas.</p> <p>Level teams/Action teams to utilise Literacy and Numeracy portals to support teacher growth. Level teams to bring to action teams.</p> <p>Students to complete e-Write in years 3-6 each term starting with baseline in February 2019</p>		
Outcomes	<p>Learning intentions and success criteria evident in planning documents and visible in classroom</p> <p>HITS strategies evident in Peer observation documentation</p> <p>Student goal setting evident in all classrooms - documentation uniform in all area levels. Com modelling high expectations in student conferencing.</p> <p>Feed back and feed forward is timely and relevant to inform student goal setting.</p> <p>PLCs will work collaboratively through an inquiry process as evidenced in the data moderation with a focus on evaluation (closing the loop).</p>		
Success Indicators	<p>6 months-</p> <p>School created staff survey about confidence of using inquiry planning model not just lenses b</p> <p>DMC indicating research from Literacy and Numeracy portals and other resources e.g. AITSL</p> <p>Inquiry lenses documented in planning</p> <p>Documented actions from Writing inquiries e.g. minutes from Literacy Action Team</p> <p>DMCs indicate learning growth in specified areas Numeracy, Writing –inquiries</p> <p>e-Write in years 3-6 indicates student growth</p> <p>12 months-</p> <p>Bastow Courses completed by staff associated inquiries</p> <p>Student learning improvement in Writing as a result of writing inquiries More than 71% with 12</p> <p>Student learning growth in PAT-Maths indicates 12 months growth</p> <p>e-Write in years 3-6 indicates student growth</p> <p>External assessment confirm teacher judgements</p> <p>School created staff survey indicates positive trend in confidence of using inquiry planning mo</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Inquiry consultant employed each term to support teachers implement the Inquiry planning cycle including release of teachers to work with consultant.	✔ Teacher(s)	✔ PLP Priority	from: Term to: Term

<p>Writing coach employed one day per week to build teacher capacity in writing best practice P-6. Meet with Instructional leaders, plan with teachers, model and observe in classrooms.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
<p>Termly cohort data analysis in reading, writing and numeracy.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
KIS 3 Building practice excellence	Peer observations		
Actions	<p>Instructional leaders to develop a peer observational model. What a peer observation might look like Instructional leaders to review Peer Observation template to incorporate HITS and feedback strategies Observation document Review Instructional Model with a focus on linking HITS through action team and level teams. Inquiries through peer observations and evaluation into effective teaching practice that will be shared for learning.</p>		
Outcomes	<p>Increased teacher capacity in targeted areas of HITS, demonstrated by observed HITS strategies Common language when referencing HITS and Instructional model during PLCs. Students will articulate their goals and links to what they are learning. Parent satisfaction of effective teaching through feedback in SeeSaw.</p>		
Success Indicators	<p>6 months- Peer observational model shared in action and level teams by the end of term 1 Reviewed Instructional Model indicating links to HITS by the end of term 1 Peer observation documentation focusing on HITS Reviewed Peer Observation template incorporate HITS and feedback strategies 12 months- Peer observation documentation focusing on HITS and instructional model All staff have completed 2 peer observations per term. This could be group, single, out of school All staff will include observations as evidence of meeting their goals.</p>		
Activities and Milestones	Who	Is this a PL Priority	When
<p>Peer observations - minimum 2 internal observation per term, per teacher supported by Instructional Leaders.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
<p>Review Instructional Model to align with HITS</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term

Review Peer Observation template to align with HITS	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term to: Term
KIS 4 Curriculum planning and assessment	Build teacher capacity to utilize student achievement data and make accurate teacher judgement		
Actions	Embed whole school purposes, protocols and processes for gathering and analysis of learning data and subsequent actions. Once a term, each level to share student cohort data against team goals to whole school. Develop capabilities of all staff to interpret and utilise the data. Different data in different ways including ES staff. Reposition each student on learning continuums every 6 weeks Through coaching, build teacher capacity to: 1. Interpret the learning data 2. Triangulate and map the data 3. Trust the data 4. Moderation of student work		
Outcomes	All inquiry cycles based on student cohort data and subsequent research of best practice - cycle of inquiry completed and best practice shared and celebrated. Students utilising proficiency scales to set goals and state next growth point. Increase in sense of Learning Confidence in students. Parents would have positive trends in the areas of Effective teaching and Overall satisfaction		
Success Indicators	6 months- Data walls reflect whole school DMC inquiry Student growth within a cohort against team goals 2 presentations of student growth to whole staff Include presentation by ES staff. Traffic Light Data indicates 6 months growth e-Write in years 3-6 indicates student growth 12 months- Traffic Light Data indicates 12 months growth Alignment of teacher judgement and external assessments e-Write in years 3-6 indicates student growth		
Activities and Milestones	Who	Is this a PL Priority	When
Embed whole school purposes, protocols and processes for gathering and analysis of learning data and subsequent actions. Level team leaders' responsibility. Once a term, each level to share student cohort data against team goals to whole school.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
Develop capabilities of all staff to interpret and utilise the data. Different data in different ways including ES staff. Reposition each student on learning continuums every 6 weeks Through coaching, build teacher capacity to: 1. Interpret the learning data 2. Triangulate and map the data 3. Trust the data 4. Moderation of student work	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
Goal 2	Develop a leadership structure that will create the organisational conditions that support high student learning growth.		

12 Month Target 2.1	Staff Survey: Teacher collaboration to be 80.0 by end of 2019 Positive endorsement in Academic Emphasis (Panorama) to be 85% by the end of 2019 Guaranteed and viable curriculum: to be 85.0 by end of 2019 Teacher collaboration: to be 93.0 by end of 2019		
KIS 1 Building leadership teams	Embed a distributed leadership framework.		
Actions	Use PLC dashboard to inform strategic areas for improvement (Pivot surveys, Student Attitud Professional learning for 8 new staff members e.g. Instruction Leader training, Bastow Leading Starting strong program for all staff members- learning by doing, ensuring staff co-construct v umbrella/visual for staff structure indicating roles and responsibilities. Professional learning in staff wellbeing - NESLI Wellbeing toolkit		
Outcomes	Teachers will be able to articulate the indicators of a successful PLC. Staff informal conversations about growth of students, strategies and resources will occur in t school. Staff will know and seek the appropriate people when seeking solutions to problems of practic Collective responsibility for student growth evident by all staff. Challenging, robust discussions in PLC meetings as evidenced by minuted critical friend feed Following non negotiables evidenced in all PLC meeting minutes ES staff survey results will be closer aligned to teaching staff survey results		
Success Indicators	6 months- PLC dashboard indicate positive trend from 2018 when compared PLC Maturity Matrix will indicate areas of growth from the baseline at the beginning of the year 12 months- PLC dashboard indicate positive trend PLC Maturity Matrix Staff opinion survey indicates targets reached Completed professional learning e.g. Instruction Leader training, Bastow Leading Maths and		
Activities and Milestones	Who	Is this a PL Priority	When
NESLI wellbeing modules	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
Use PLC dashboard to inform strategic areas for improvement	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term
Starting strong program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term to: Term

Goal 3	ENGAGEMENT - To develop a student centered learning environment by building a learning		
12 Month Target 3.1	Parent survey - School Improvement to be 5.7% by end of 2019 - Reporting to be 5.6% by end of 2019 ATSS - (Sense of) Confidence to be 76% by end of 2019 - Positive endorsement in Stimulating Learning in Gr 5/6 to be 80% by the end of 2019 SSS -whole school trust in students and parents to be 80% by end of 2019 Student Absence: to be at 9 by end of 2019		
KIS 1 Setting expectations and promoting inclusion	Students understand and own their learning data - feedback and feed forward (goal setting).		
Actions	Build teacher capacity of feedback and feedforward Students set goals from learning progressions based on thier data, following teacher conferer Learning progression language used in formal reporting and SeeSaw. Developing dynamic reporting using learning progressions Introduce Amplify to support student voice and agency.		
Outcomes	All teachers will have an assessment folder for cohort data Student conferences following all rich assessment tasks and testing. Students will articulate their achievements and next goals. Students recieve timely and relevant feedback and feedforward		
Success Indicators	Student surveys for positive endorsement for sense of confidence (learner confidence) in Lite Inquiry led by engagement team into effective, evidence based, feedback and feedforward inc		
Activities and Milestones	Who	Is this a PL Priority	When
Build teacher capacity of feedback and feedforward	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
Students set goals from learning progressions based on their data, following teacher conferencing	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term
Learning progression language used in formal reporting and SeeSaw.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term

Develop dynamic reporting using learning progressions on Compass	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
Introduce Amplify to support student voice and agency.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term
KIS 2 Setting expectations and promoting inclusion	Develop a learning culture in our school community.		
Actions	Implement parent liaison program Increase SeeSaw learning communication with parents Teacher from each team to contact school community in yard before and after school daily. Student diary communication nonnegotiable - discussed and accountable to level leaders. Diary reflections will be individual student goal based celebrations Coffee and chat targeting specific curriculum areas to develop parent understandings of student		
Outcomes	Increase in student population. Decrease in student absence. Increase in parent engagement at 3 way conferences. Increase in classroom volunteers Parents able to articulate their child's individual learning goals.		
Success Indicators	Increase in positive parent perception of effective teaching. Overall parent satisfaction continuing a positive trend. Increase of trust in parents and students in staff survey. Increase in parent engagement in learning opportunities provided at school		
Activities and Milestones	Who	Is this a PL Priority	When
Implement parent liaison program led by AP	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term
Professional learning for staff - protocols and processes for SeeSaw	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term
Parent contact from each team daily in the yard	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term

Student diary communication daily.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term
Diary reflections will be individual student goal based celebrations	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term to: Term
Coffee and chat	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term to: Term
Goal 4	WELLBEING - To establish a safe and caring learning environment that develops student res		
12 Month Target 4.1	ATTS - Classroom Behaviour to be difference of .7 or above by end of 2019 - Connectedness to Peers: difference of .5 above SFO by end of 2019 - Positive endoresment in Managing Bullying in years5/6 (Panorama) to be 85% by the Staff survey: Collective efficacy to be 85.0 by end of 2019 Parent survey: Behaviour management difference of .5 above state mean to be maintained Student safety to be 5.5 by the end of 2019 Classroom behaviour to be 4.3 by the end of 2019		
KIS 1 Setting expectations and promoting inclusion	Develop a whole school approach to positive classroom behaviour - Ensure whole school pra		
Actions	Trauma informed best practices linked to RRR, SWPB and restorative practices through Berry Real school resources will support teacher implementation of community circles and restorative Inquiry into inclusive processes and practices within the school supported by region (RAIC and Updated SWPB matrix to include student voice and agency including online behaviours.		
Outcomes	Consistent approach P-6 providing a safe and orderly environment Reduced number of chronicle entries and iris alerts Teachers implemeting regular circle time, check ins each morning and restorative conference		
Success Indicators	Restorative conferences recorded on chronicle Increase in enrolments Decrease in student and staff absence Student and parent opinion of classroom behaviour increase		
Activities and Milestones	Who	Is this a PL Priority	When
Berry St education model.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term

Implementation of community circles and restorative practices	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term to: Term
Inquiry into inclusive processes and practices supported by region	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term to: Term
Updated SWPB matrix	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term to: Term
KIS 2 Setting expectations and promoting inclusion	Improve transition processes including decreasing the level of student absence - Ensure whole school practice through and across levels.		
Actions	Wellbeing team will evaluate current transition document and create a timeline (including chee within and beyond school. Develop partnerships with local feeder kindergartens/child care centers and secondary schoo Parent liaison will support new families to transition into the school.		
Outcomes	Decrease in anxiousness of students and parents. Positive perception of parents - overall satisfaction Decrease in "coping" behaviours. Reduced number of students requiring wellbeing intervention Communication from NDIS established on enrolment or when services first engage with famil Formal information sharing at beginning of year interviews - guiding questions for all teachers		
Success Indicators	Increased enrolments, reduced transience. Decrease in anxiousness of students and parents. Increased collective responsibility for sense of connectedness to school Decrease in student absence. Increased school pride and confidence by students and parents.		
Activities and Milestones	Who	Is this a PL Priority	When
Evaluate current transition document	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term to: Term
Develop partnerships with local feeder kindergartens- - prep teacher to visit kinders - students to present to kinders - kinders invited to special events - story time in school library	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term to: Term

- school readiness talk / what to expect			
Parent liaison will support new families to transition into the school.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term to: Term

Equity Funding Planner

Equity Spending Totals

Category	Total budget
Equity funding associated with Activities and Milestones	\$155,000
Additional Equity funding	\$0.00
Grand Total	\$155,000

Activities and Milestones

Activities and Milestones	When	Category	Total budget
Bastow leading Literacy and Leading Numeracy courses completed by middle leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000
Instructional leadership training to be completed when/if available (succession planning)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000
Inquiry consultant employed each term to support teachers implement the Inquiry planning cycle including release of teachers to work with consultant.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000
Writing coach employed one day per week to build teacher capacity in writing best practice P-6. Meet with Instructional leaders, plan with teachers, model and observe in classrooms.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000
Termly cohort data analysis in reading, writing and numeracy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$20,000
Peer observations - minimum 2 internal observation per term, per teacher supported by Instructional Leaders.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000
NESLI wellbeing modules	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000
Build teacher capacity of feedback and feedforward	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$20,000

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	
Develop dynamic reporting using learning progressions on Compass	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000
Berry St education model.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000
Develop partnerships with local feeder kindergartens- - prep teacher to visit kinders - students to present to kinders - kinders invited to special events - story time in school library - school readiness talk / what to expect	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$5,000
Totals			\$155,000

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total p budget
Totals			\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expe
Bastow leading Literacy and Leading Numeracy courses completed by middle leaders	✓ Teacher(s)	from: Term 2 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Regional Leadership Conferences 	<ul style="list-style-type: none"> ✓ Ba progr
Instructional leadership training to be completed when/if available (succession planning)	✓ Leadership Team	from: Term 2 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Communities of Practice ✓ Area Principal Forums ✓ Regional Leadership Conferences 	<ul style="list-style-type: none"> ✓ PL ✓ Ba progr
Inquiry consultant employed each term to support teachers implement the Inquiry planning cycle including release of teachers to work with consultant.	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Collaborative Inquiry/Action Research team ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Li ✓ Ex Jenny
Writing coach employed one day per week to build teacher capacity in writing best practice P-6. Meet with Instructional leaders, plan with teachers, model and observe in classrooms.	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs ✓ Individualised Reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Li ✓ In ✓ Ex TBA
Termly cohort data analysis in reading, writing and numeracy.	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Collaborative Inquiry/Action Research team ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ In ✓ Le ✓ Ex TBA
Peer observations - minimum 2 internal observation per term, per teacher supported by Instructional Leaders.	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Li ✓ In ✓ Le ✓ Li
Embed whole school purposes, protocols and	✓ Teacher(s)	from: Term 1	<ul style="list-style-type: none"> ✓ Design of formative assessments 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day 	<ul style="list-style-type: none"> ✓ In ✓ Le

processes for gathering and analysis of learning data and subsequent actions. Level team leaders' responsibility. Once a term, each level to share student cohort data against team goals to whole school.		to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Li
Develop capabilities of all staff to interpret and utilise the data. Different data in different ways including ES staff. Reposition each student on learning continuums every 6 weeks Through coaching, build teacher capacity to: 1. Interpret the learning data 2. Triangulate and map the data 3. Trust the data 4. Moderation of student work	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> In <input checked="" type="checkbox"/> Le <input checked="" type="checkbox"/> Li
NESLI wellbeing modules	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> In
Build teacher capacity of feedback and feedforward	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Li <input checked="" type="checkbox"/> In <input checked="" type="checkbox"/> Le
Develop dynamic reporting using learning progressions on Compass	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PL <input checked="" type="checkbox"/> In <input checked="" type="checkbox"/> Le <input checked="" type="checkbox"/> Li
Introduce Amplify to support student voice and agency.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> In <input checked="" type="checkbox"/> Le <input checked="" type="checkbox"/> Li

				<input checked="" type="checkbox"/> PLC/PLT Meeting	
Berry St education model.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Ex Berry
Develop partnerships with local feeder kindergartens- - prep teacher to visit kinders - students to present to kinders - kinders invited to special events - story time in school library - school readiness talk / what to expect	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> In <input checked="" type="checkbox"/> Le