

2019 Annual Implementation Plan

for improving student outcomes

Mill Park Primary School (5160)



Submitted for review by Lu Alessi (School Principal) on 11 December, 2018 at 02:12 PM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 05 February, 2019 at 05:29 PM

Endorsed by Jonathan Martin (School Council President) on 26 April, 2019 at 10:18 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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Excelling

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

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

Enter your reflective comments	<p>We have started:</p> <ul style="list-style-type: none"> - The unpacking of the Practice Principles and HITS. - The review of the whole school Compulsory Assessment Schedule. - The unpacking and implementation of Respectful Relationships from Prep - Year 6 <p>We have continued to participate in professional learning for VCOP Writing, moderation and the assessment (Markbook) to improve teacher judgment and consistency across the school.</p> <p>The planning of Numeracy has improved due to the implementation of Top Ten Maths coaching and mentoring, and an increased hands-on approach to the lesson structure.</p> <p>A significant investment was made in professional learning, resourcing and planning.</p> <p>A significant improvement in the teacher attitude towards teaching Mathematics has improved. However, we are hoping to see the results in 2019 NAPLAN to reflect the improved teaching practice.</p>
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	<p>In Literacy, we have participated in the Leading Literacy for Networks initiative by sending a Leading Teacher and Year Level Leader to complete the training. This was in preparation for the implementation of the reading module in 2019. We are sending two more staff members in 2019 to better support the implementation process. Resources have been purchased to support the new reading structure.</p> <p>Our students' Attitudes to School Survey and Parent Opinion Survey reflect positive results in all areas. The Staff Opinion Survey reflects similar results in all areas.</p>
<p>Considerations for 2019</p>	<p>We plan to:</p> <ul style="list-style-type: none"> - Create Instructional Models for Reading, Writing and Mathematics. - Delve deeper into the strands of English and Mathematics with the implementation of DET's Literacy and Numeracy Strategy. - Develop an improved Compulsory Assessment Schedule to include formative assessment. - Continue to work through the Practice Principles and HITS and implementing them as part of our Instructional Models in Reading, Writing and Mathematics. - Incorporate Student Agency into our teaching and learning programs. - Implement our organisational structure, including the three PLC's (Prep - Year 2, Year 3 and Year 4, Year 5 and Year 6) - Become involved in the PLC training. - Participate in the School Wide Positive Behaviour Support program initiative.
<p>Documents that support this plan</p>	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve numeracy outcomes for all students.	Yes	By 2022 the percentage of students achieving high growth in NAPLAN numeracy will be at or above similar schools.	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - Increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5 in Numeracy. - Year 3 NAPLAN results in 2019 will be at or above similar schools in Numeracy. - Year 5 NAPLAN results in 2019 will be at or above similar schools in Numeracy.
		By 2022 reduce the variation between teacher judgements (number and algebra) and NAPLAN in (numeracy).	<ul style="list-style-type: none"> - Year 3 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in number and algebra. - Year 5 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in number and algebra
To improve literacy outcomes for all students.	Yes	By 2022 the percentage of students achieving high growth in NAPLAN reading and writing will be at or above state schools.	<ul style="list-style-type: none"> - Increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5 in reading and writing.
		By 2022 reduce the variation between teacher judgments and NAPLAN in reading and writing.	<ul style="list-style-type: none"> - Year 3 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in reading and writing. - Year 5 NAPLAN results in 2019 there

			will be a reduction in the variation between teacher judgement and NAPLAN in reading and writing.
To improve student engagement through enhanced student agency in their learning.	Yes	To improve positive endorsement Year 4 to 6 for Student voice and agency in the Attitudes to School Survey from 62% (2017).	All variables related to Student Voice and Agency in the Attitudes to School Survey to be at or above 62%.
		To improve positive endorsement from School climate in the School Staff Survey from 75% (2017).	All variables related to School Climate in the School Staff Survey to be at or above 75%.

Goal 1	To improve numeracy outcomes for all students.	
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5 in Numeracy. - Year 3 NAPLAN results in 2019 will be at or above similar schools in Numeracy. - Year 5 NAPLAN results in 2019 will be at or above similar schools in Numeracy. 	
12 Month Target 1.2	<ul style="list-style-type: none"> - Year 3 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in number and algebra. - Year 5 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in number and algebra 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning (Instructional and shared leadership)	Yes
KIS 2 Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy (CPA)	Yes
KIS 3 Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning (CPA)	Yes
KIS 4 Building practice excellence	Identify and implement professional learning that is evidenced-based and modelled on recognised best practice (BPE)	Yes
KIS 5 Evidence-based high-impact teaching strategies	High Impact Teaching Strategies. (HITS)	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.	The school self evaluation conducted as part of the School Review accountability indicated a strong commitment to building capacity of leaders at all levels of the school was required. The review also supported the development and implementation of Professional Learning Communities.	
Goal 2	To improve literacy outcomes for all students.	
12 Month Target 2.1	- Increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5 in reading and writing.	
12 Month Target 2.2	<ul style="list-style-type: none"> - Year 3 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in reading and writing. - Year 5 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in reading and writing. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning (PL - instructional and shared leadership).	Yes
KIS 2 Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy.	Yes
KIS 3 Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning.	Yes
KIS 4 Building practice excellence	Identify and implement professional learning that is evidence-based and modelled on recognised best practice.	Yes
KIS 5	High Impact Teaching Strategies. (HITS)	Yes

Evidence-based high-impact teaching strategies		
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>An analysis of the schools performance in NAPLAN and teacher judgement and classroom observations indicated that reading and writing were an area of future focus.</p> <p>We reviewed the reading whole school assessment and diagnosed the issues between the amount of summative assessment compared to formative assessment. This has led to a shift in assessment practices to formally include formative assessment and drastically reduced the amount of summative assessment pieces.</p> <p>In 2019, our Literacy Leading Teacher will develop an Instructional Model, including HITS with the staff for Reading and Writing. The self-evaluation and whole school review has highlighted the need for consistency in planning and teaching that includes a differentiated approach. It is for these reasons that the learning progressions will be unpacked to improve teacher capacity for them to develop a greater understanding of the Victorian Curriculum. The greater knowledge of formative assessment and its impact on individual student learning will be the focus to improve reading and writing outcomes. We are sending two more staff members to attend the Leading Literacy training to assist in the implementation of the reading and writing initiative. We are looking to rebuild student engagement in reading through building teachers capacity to plan and teach reading and actively involving student voice in the process.</p>	
Goal 3	To improve student engagement through enhanced student agency in their learning.	
12 Month Target 3.1	All variables related to Student Voice and Agency in the Attitudes to School Survey to be at or above 62%.	
12 Month Target 3.2	All variables related to School Climate in the School Staff Survey to be at or above 75%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Activate student agency.	Yes
KIS 2 Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning.	Yes
KIS 3 Building practice excellence	Identify and implement professional learning that is evidence-based and modelled on recognised best practice.	Yes

KIS 4 Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning.	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.	An analysis of Attitude to School Survey data related to student voice and agency highlighted this as an area of concern for students. Classroom observations and teacher and Year Level Leader forums supported the panel view that student engagement through learner agency and voice should be a focus area. In 2019, Teachers need to develop a greater understanding of formative assessment and feedback to empower students with their learning. We will be unpacking the HITS to build teacher best practice and developing a deeper understanding of the Victorian Curriculum.	

Define Actions, Outcomes and Activities

Goal 1	To improve numeracy outcomes for all students.
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5 in Numeracy. - Year 3 NAPLAN results in 2019 will be at or above similar schools in Numeracy. - Year 5 NAPLAN results in 2019 will be at or above similar schools in Numeracy.
12 Month Target 1.2	<ul style="list-style-type: none"> - Year 3 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in number and algebra. - Year 5 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in number and algebra
KIS 1 Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning (Instructional and shared leadership)
Actions	<ul style="list-style-type: none"> - Develop teacher knowledge and capacity to work as effective PLC teams to improve Numeracy outcomes for all students through collaborative planning, assessment and moderation. - Develop teacher capacity to analyse and use student data. - Leaders to investigate the Numeracy Portal, Victorian Curriculum and DET resources to build capacity of their teams. - All teachers to build their professional repertoire through professional learning and reading. - Leaders to model, coach, mentor and support best practice. - Leading Teachers and PLC Instructional Leaders to plan and facilitate professional learning for all staff. - Leading Teachers and PLC Instructional Leaders to be provided with additional planning time and professional learning opportunities that are linked to their curriculum area.
Outcomes	<ul style="list-style-type: none"> - By the end of 2019, it is expected the Numeracy Leading Teacher will have increased knowledge of DET initiatives and resources. - The Numeracy Leading Teacher would be expected to model and clearly articulate best practice in Numeracy. - The Numeracy Leading Teacher would have led the learning and developed the Instructional Model in consultation with staff. - The Leadership Team will monitor the implementation of numeracy in collaboration with the Leading Teachers and review the effectiveness. - The Numeracy Leading Teacher will have developed a greater understanding of differentiation with staff and monitor the implementation of the learning progressions.

	- The Numeracy Leading Teacher will monitor the implementation of the learning continuum.			
Success Indicators	<ul style="list-style-type: none"> - Year Level Teams using Victorian Curriculum and data when planning for Mathematics. - Regular and timely student and staff feedback. - Implementation of Education Support Group Meetings and Individual Learning Improvement Plans. - Consistent planning processes for Mathematics in all teams across the school. - Survey conducted one term after the agreed Instructional Model for Numeracy is shared. - Peer observations focused on the Numeracy Instructional Model. - Benchmarks for formative and summative assessments are identified. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data to be used by all teams in planning for mathematics.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to participate in Peer Observations with a particular focus on the numeracy Instructional Model.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Consistent planning process across all year levels.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy (CPA)			
Actions	<ul style="list-style-type: none"> - Provide professional learning to all staff regarding differentiation and instruction in Mathematics. - Plan and implement differentiated teaching in Mathematics. - Develop and implement an explicit Numeracy Instructional Model for teaching and learning. - Leading Teacher to model explicit teaching of Mathematics. 			
Outcomes	<ul style="list-style-type: none"> - It is expected the Numeracy Leading Teacher will have increased knowledge of Victorian Curriculum, DET initiatives and resources. - The Numeracy Leading Teacher would be expected to model and clearly articulate best practice in Numeracy. - The Numeracy Leading Teacher would be expected to lead the learning and develop the Instructional Model in collaboration with staff. - The Leadership Team will monitor the implementation of numeracy in collaboration with the Leading Teachers. - The Leadership Team will review the effectiveness of the Numeracy Instructional Model. - The staff will have developed a greater understanding of differentiation and ensure implementation through the learning continuum. 			
Success Indicators	<ul style="list-style-type: none"> - Teams using Victorian Curriculum and data when planning for Mathematics. - Regular and timely student and staff feedback. - Consistent planning processes for Mathematics within teams across the school. - Survey conducted one term after the agreed Instructional Model for Numeracy is shared. - Peer observations focused on the Numeracy Instructional Models and reflection of explicit teaching practices. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data to be used by all teams in planning for mathematics.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teachers to participate in Peer Observations with a particular focus on the numeracy Instructional Model and explicit teaching practices.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A consistent planning process in mathematics across all year levels.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading Teacher to model explicit teaching practices in mathematics.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff professional learning on 2 half day Curriculum Days on mathematics and 2 PLC's.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning (CPA)			
Actions	- Develop teacher knowledge and capacity to work as effective teams utilising a PLC model to improve Mathematics outcomes through collaborative planning and assessment practices, including moderation.			

	<ul style="list-style-type: none"> - Develop teacher capacity and understanding to analyse and use student data to plan and implement differentiated teaching in Mathematics. - Develop teachers' knowledge and understanding of Victorian Curriculum and the learning progressions to support formative assessment and student agency in the classroom. - Develop high levels of data analysis to inform teacher judgement. 			
Outcomes	<ul style="list-style-type: none"> - It is expected that all teachers work in collaboration as effective PLC members to improve Mathematics outcomes. - Teachers will develop greater understanding of formative assessment, differentiated planning and pedagogical approaches. - Students will have greater agency in their learning and improved student outcomes. 			
Success Indicators	<ul style="list-style-type: none"> - At least 8 Professional Learning sessions and two half day Curriculum Days conducted throughout the year using the expertise of the Numeracy Leading Teacher or external facilitators as required. - The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes. - Knowledge of the Victorian Curriculum and learning progressions will be linked to planning, teaching and formative assessment. - All staff to participate in Numeracy Professional Learning and Peer Observations related to formative assessment. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
8 Professional Learning sessions and 2 half day Curriculum Days will be conducted throughout the year with a focus on formative assessment and learning progressions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff to participate in Numeracy Professional Learning and Peer Observations related to formative assessment.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	Identify and implement professional learning that is evidenced-based and modelled on recognised best practice (BPE)			
Actions	<ul style="list-style-type: none"> - At least 8 targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Numeracy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school. - The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes. - Teachers will complete a survey to provide feedback on teacher confidence and capacity when teaching Mathematics. - Increase professional reading which reflects research and current best practice. 			
Outcomes	<ul style="list-style-type: none"> - It is expected that all teachers work in collaboration as effective PLC members to improve Mathematics outcomes. - Teachers will develop greater understanding of formative assessment, differentiated planning and pedagogical approaches. - The Learning Progressions will be displayed in the classroom and used to inform future learning. - From the survey results, future professional learning will be developed. 			
Success Indicators	<ul style="list-style-type: none"> - At least 8 targeted Professional Learning sessions and two half day Curriculum Days will have been conducted throughout the year using the expertise of the Numeracy Leading Teacher. - The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes. - Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment. - The feedback from the survey will indicate effectiveness of professional learning 			

	- All staff will have participated in Numeracy Professional Learning and Peer Observations related to formative assessment.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
At least 8 targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Numeracy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will complete a Survey Monkey to provide feedback on teacher confidence and capacity when teaching mathematics.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 5 Evidence-based high-impact teaching strategies	High Impact Teaching Strategies. (HITS)			
Actions	<ul style="list-style-type: none"> - Feedback - Setting goals - Differentiated teaching - Collaborative learning 			
Outcomes	<ul style="list-style-type: none"> - Teachers will have a greater understanding of feedback and its impact on student learning. - Students will have greater agency in their numeracy learning. 			

	<ul style="list-style-type: none"> - Classrooms will have the learning progressions displayed with students actively involved in the process. - Differentiated teaching and learning will be evident in planning documents and in classrooms. - A greater level of collaboration in the learning process. 			
Success Indicators	<ul style="list-style-type: none"> - Student surveys - Planning documents - Peer Observations - NAPLAN and teacher judgment data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
At least 8 targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Numeracy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve literacy outcomes for all students.			
12 Month Target 2.1	- Increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5 in reading and writing.			
12 Month Target 2.2	<ul style="list-style-type: none"> - Year 3 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in reading and writing. - Year 5 NAPLAN results in 2019 there will be a reduction in the variation between teacher judgement and NAPLAN in reading and writing. 			
KIS 1	Build the capacity of leaders to lead teaching and learning (PL - instructional and shared leadership).			

Instructional and shared leadership				
Actions	<ul style="list-style-type: none"> - Develop teacher knowledge and capacity to work as effective PLC teams to improve Literacy outcomes for all students through collaborative planning, assessment and moderation. - Develop teacher capacity to analyse and use student data. - Leaders to investigate the Literacy Toolbox, Victorian Curriculum and DET resources to build capacity of their teams. - Leaders to build their professional repertoire through professional learning and reading. - Leaders to model, coach, mentor and support best practice. - Leading Teachers and PLC Instructional Leaders to plan and facilitate professional learning for all staff. - Leading Teachers and PLC Instructional Leaders to be provided with extra planning time and professional learning opportunities that are linked to their curriculum area. 			
Outcomes	<ul style="list-style-type: none"> - It is expected the Literacy Leading Teacher will have increased knowledge of DET initiatives and resources. - The Literacy Leading Teacher would be expected to model and clearly articulate best practice in Literacy. - The Literacy Leading Teacher would have led the learning and developed the Instructional Model in consultation with staff. - The Leadership Team will monitor the implementation of Literacy in collaboration with the Leading Teachers and review the effectiveness. - The Literacy Leading Teacher will have developed a greater understanding of differentiation with staff and monitor the implementation of the learning progressions. 			
Success Indicators	<ul style="list-style-type: none"> - Teams using the Victorian Curriculum and data when planning for Literacy. - Regular and timely student and staff feedback. - Implementation of Education Support Group Meetings and Individual Learning Improvement Plans. - Consistent planning processes for Literacy in all teams across the school. - Survey conducted one term after the agreed Instructional Model for Literacy is shared. - Peer observations focused on the Literacy Instructional Model. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data to be used by all teams in planning for Literacy.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to participate in Peer Observations with a particular focus on the Literacy Instructional Model.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Consistent planning process across all year levels.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy.			
Actions	<ul style="list-style-type: none"> - Plan and implement differentiated teaching in Literacy. - Develop consistency in literacy by creating an explicit Instructional Model for teaching and learning. - Leading Teacher to model explicit teaching of Literacy. 			
Outcomes	<ul style="list-style-type: none"> - It is expected the Literacy Leading Teacher will have increased knowledge of the Victorian Curriculum, DET initiatives and resources. - The Literacy Leading Teacher would be expected to model and clearly articulate best practice in Literacy. - The Literacy Leading Teacher would be expected to lead the learning and develop the Instructional Model in collaboration with staff. - The Leadership Team will monitor the implementation of Literacy in collaboration with the Leading Teachers. 			

	<ul style="list-style-type: none"> - The Leadership Team will review the effectiveness of the Literacy Instructional Model. - The staff will have developed a greater understanding of differentiation and ensure implementation through the learning progressions. 			
Success Indicators	<ul style="list-style-type: none"> - Teams using the Victorian Curriculum and data when planning for Literacy. - Regular and timely student and staff feedback. - Consistent planning processes for Literacy in all teams across the school. - Survey conducted one term after the agreed Instructional Model for Literacy is shared. - Peer observations focused on the Literacy Instructional Models and reflection of explicit teaching practices. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data to be used by all teams in planning for Literacy.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to participate in Peer Observations with a particular focus on the Literacy Instructional Model and explicit teaching practices.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
A consistent planning process in Literacy across all year levels.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading Teacher to model explicit teaching practices in Literacy.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Staff professional learning on two half day Curriculum Days on Literacy and two PLC's.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning.			
Actions	<ul style="list-style-type: none"> - Develop teacher knowledge and capacity to work as effective teams utilising a PLC model to improve Literacy outcomes through collaborative planning and assessment practices, including moderation. - Develop teacher capacity and understanding to analyse and use student data to plan and implement differentiated teaching in Literacy. - Develop teachers' knowledge and understanding of the Victorian Curriculum and the learning progressions to support formative assessment and student agency in the classroom. 			
Outcomes	<ul style="list-style-type: none"> - It is expected that all teachers work in collaboration as effective PLC members to improve Literacy outcomes. - Teachers will develop greater understanding of formative assessment, differentiated planning and pedagogical approaches. - Students will have greater agency in their learning and improved student outcomes. 			
Success Indicators	<ul style="list-style-type: none"> - At least eight targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year using the expertise of the Literacy Leading Teacher or external facilitators as required. - The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes. 			

	<ul style="list-style-type: none"> - Knowledge of the Victorian Curriculum and learning progressions will be linked to planning, teaching and formative assessment. - All staff to participate in Literacy Professional Learning and Peer Observations related to formative assessment. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Eight targeted Professional Learning sessions and two half day Curriculum Days will be conducted throughout the year with a focus on formative assessment and learning progressions.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff to participate in Literacy Professional Learning and Peer Observations related to formative assessment.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	Identify and implement professional learning that is evidence-based and modelled on recognised best practice.			
Actions	- At least eight targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Literacy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout			

	<p>the school.</p> <ul style="list-style-type: none"> - The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes. - Teachers will complete a survey to provide feedback on teacher confidence and capacity when teaching Literacy. - Increase professional reading which reflects research and current best practice. 			
Outcomes	<ul style="list-style-type: none"> - It is expected that all teachers work in collaboration as effective PLC members to improve Literacy outcomes. - Teachers will develop greater understanding of formative assessment, differentiated planning and pedagogical approaches. - The Learning Progressions will be displayed in the classroom and used to inform future learning. - From the survey results, future professional learning will be developed. 			
Success Indicators	<ul style="list-style-type: none"> - At least eight targeted Professional Learning sessions and two half day Curriculum Days will have been conducted throughout the year using the expertise of the Literacy Leading Teacher. - The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes. - Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment. - The feedback from the survey will indicate effectiveness of professional learning - All staff will have participated in Literacy Professional Learning and Peer Observations related to formative assessment. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
At least eight targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Literacy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teachers will complete a survey to provide feedback on teacher confidence and capacity when teaching literacy.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 5 Evidence-based high-impact teaching strategies	High Impact Teaching Strategies. (HITS)			
Actions	<ul style="list-style-type: none"> - Feedback - Goal Setting - Differentiated teaching - Collaborative learning 			
Outcomes	<ul style="list-style-type: none"> - Teachers will have a greater understanding of feedback and its impact on student learning. - Students will have greater agency in their Literacy learning. - Classrooms will have the learning progressions displayed with students actively involved. - Differentiated teaching and learning will be evident in planning documents and in classrooms. - A greater level of collaboration in the learning process. 			
Success Indicators	<ul style="list-style-type: none"> - Student surveys - Planning documents - Peer Observations - NAPLAN and teacher judgment data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
At least eight targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Literacy Instructional Model, Learning Progressions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

and develop 'I can' statements (Success Criteria) throughout the school.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve student engagement through enhanced student agency in their learning.			
12 Month Target 3.1	All variables related to Student Voice and Agency in the Attitudes to School Survey to be at or above 62%.			
12 Month Target 3.2	All variables related to School Climate in the School Staff Survey to be at or above 75%.			
KIS 1 Empowering students and building school pride	Activate student agency.			
Actions	<ul style="list-style-type: none"> - Refine and embed a consistent whole school approach to enable student voice and agency in all learning opportunities. - Develop skills and competencies that assist students to set their own goals and direct their own day-to-day learning. - Build student capacity to reflect on their learning and understand the next steps for growth. - Develop a whole school consistent approach to teacher observations and feedback for consistency of practice: teacher to teacher, teacher to student, student to teacher, student to student. - Make the curriculum clear and accessible to ensure students and their parents know where they are and their next steps in learning. - Students will adopt project-based learning strategies across the curriculum. - Implementation of School Wide Positive Behaviour Support to reduce problem behaviour, improve school culture and increase academic performance. 			
Outcomes	<ul style="list-style-type: none"> - Improvement in the Student Engagement results in the Attitudes to School Survey. - Students will have been involved in peer learning opportunities through which they become mentors of other students. - Students will have explored real world topics through adopting project-based learning strategies. - Improvement in student problem behaviours and school culture. 			

Success Indicators	<ul style="list-style-type: none"> - Attitudes to School Survey - Student Engagement - Agreed consistent approaches to feedback developed for use across the school. - Student goal setting processes ensuring evidence of teacher to student and student to student feedback in student learning. - Set continuous goals through the learning continuum. - Learning continuum and success criteria evident in classrooms for students to track their progress and set goals for next steps in learning. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review existing processes to capture school and community views and understandings of student voice, agency and leadership.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Analyse trends and correlations between different data sets to identify persisting or emerging issues in student engagement and the use of student voice, agency and leadership.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use the Practice Principles Self-Reflection Tools to lead discussions about existing practice areas for improvement, and specific steps taken.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Involve students in discussions and enable them to contribute their unique perspectives on learning, teaching and schooling.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Provide ongoing support for adult-student partnerships by establishing clear structures, roles and responsibilities for implementing mutually agreed goals.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Invite existing Student Council Leaders to set up a new structure with broader student participation in decision making.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish and expand existing resources and structured programs to empower students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning.			
Actions	- Evaluate and diagnose the structures and processes that are in place to support student voice, agency and leadership in the classroom.			
Outcomes	<ul style="list-style-type: none"> - Student voice, agency and leadership in the classroom will have improved. - Students will know they are being heard in the classroom. - Students' input and ideas will be sought on a regular and ongoing basis. - Students will be meaningfully involved in planning, implementing and evaluating all activities related to their learning. 			
Success Indicators	<ul style="list-style-type: none"> - Student engagement and outcomes will have improved. - Students will feel that they are being heard in the classroom. - Student's input and ideas will be shared within the classroom, across Year Levels and the school community. 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student voice, agency and leadership in the classroom will have improved.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Students will be able to share more in the classroom and feel they are being heard.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students' input and ideas will be shared among their peers and teachers.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Identify and implement professional learning that is evidence-based and modelled on recognised best practice.			
Actions	<ul style="list-style-type: none"> - Students from Year 1 - Year 6 will have the opportunity to be an elected representative for Student Council to organise fundraising events, share information at school assembly and coordinate the weekly Breakfast Club. - PLC Instructional Leaders to visit schools that are demonstrating best practice in student agency. - Year 6 Student Leaders to participate in a weekly program with the Principal and/or Assistant Principal. - Year 6 Student Leaders will attend the annual state-wide Student Leaders Conference. - Year 6 Student Leaders to conduct the weekly school assembly and present awards. 			
Outcomes	<ul style="list-style-type: none"> - Student Councillors will represent their class at fortnightly Student Council meetings and share information with their class and teacher. 			

	<ul style="list-style-type: none"> - Year Level Leaders will be able to share and implement with staff and students best practice in student agency. - Year 6 Student Leaders will be able to conduct the weekly school assembly and present awards. 			
Success Indicators	<ul style="list-style-type: none"> - Review of the Learning Continuum. - Feedback from students through a survey on Practice Principles. - Feedback from the Year 6 Student Leaders in their weekly sessions and from the conference. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students in Year 1 to Year 6 will have the opportunity to be elected to represent their class as the Student Council Representative.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Year Level Leaders will visit schools that are demonstrating best practice in student agency.	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Year 6 Student Leaders will participate in a weekly Student Leaders Program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Year 6 Student Leaders will attend the annual Student Leaders Conference.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 4	Implement rigorous assessment practices and feedback to inform teaching and learning.			

Curriculum planning and assessment				
Actions	<ul style="list-style-type: none"> - Teachers will assist students to take ownership of their learning by identifying strategies that support them to attain their learning goals. - Teachers will assist students to become increasingly self-directed over time, and to gain confidence in their own ability to complete learning tasks. - Teachers will provide opportunities for students to reflect on the effectiveness of their learning and plan for future development. - Teachers will enable students to negotiate assessment methods and criteria matched to their learning goals. 			
Outcomes	<ul style="list-style-type: none"> - Students will feel empowered to make decisions about what and how they learn. - The teacher and students will co-design the learning and behaviour norms and protocols. - The teacher and students will co-design learning plans and seek feedback from parents/carers. - Students will be included in curriculum planning. - The teacher will model and develop students' critical, creative and higher order thinking skills. - The teacher will provide opportunities for students to share their learning, teach, question and challenge each other. - The teacher will support students to question and form conclusions about the value of the learning. - The teacher will create opportunities for students to investigate and connect with community and action group endeavours. 			
Success Indicators	<ul style="list-style-type: none"> - Feedback from students through a survey on Practice Principles. - Feedback from the Year 6 Student Leaders in their weekly sessions and from the conference. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students will work with teachers in making decisions about teaching and learning.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will take responsibility for their learning and work towards becoming independent and self-regulating learners.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Students will negotiate and design learning that stretches their thinking.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will be able to track and measure their own learning growth.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students reflect, take action and accept the responsibility that comes with being part of the problem solving.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$33,800.00	\$33,800.00
Additional Equity funding	\$22,800.00	\$22,800.00
Grand Total	\$56,600.00	\$56,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers to participate in Peer Observations with a particular focus on the numeracy Instructional Model and explicit teaching practices.	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 <input checked="" type="checkbox"/> Support services	\$4,000.00	\$4,000.00
Leading Teacher to model explicit teaching practices in mathematics.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,500.00	\$1,500.00
8 Professional Learning sessions and 2 half day Curriculum Days will be conducted throughout the year with a focus on formative assessment and learning progressions.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$2,000.00	\$2,000.00

All staff to participate in Numeracy Professional Learning and Peer Observations related to formative assessment.	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	\$2,000.00	\$2,000.00
At least 8 targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Numeracy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	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	\$1,500.00	\$1,500.00
Teachers to participate in Peer Observations with a particular focus on the Literacy Instructional Model.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Teachers to participate in Peer Observations with a particular focus on the Literacy Instructional Model and explicit teaching practices.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Staff professional learning on two half day Curriculum Days on Literacy and two PLC's.	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)	\$1,500.00	\$1,500.00
Eight targeted Professional Learning sessions and two half day Curriculum Days will be conducted throughout the year with a focus on formative assessment and learning progressions.	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)	\$1,000.00	\$1,000.00
At least eight targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Literacy Instructional Model, Learning Progressions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00

and develop 'I can' statements (Success Criteria) throughout the school.		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
At least eight targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Literacy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00
Review existing processes to capture school and community views and understandings of student voice, agency and leadership.	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"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$3,000.00	\$3,000.00
Use the Practice Principles Self-Reflection Tools to lead discussions about existing practice areas for improvement, and specific steps taken.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Provide ongoing support for adult-student partnerships by establishing clear structures, roles and responsibilities for implementing mutually agreed goals.	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 <input checked="" type="checkbox"/> Support services	\$1,500.00	\$1,500.00
Invite existing Student Council Leaders to set up a new structure with broader student participation in decision making.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$800.00	\$800.00

Establish and expand existing resources and structured programs to empower students.	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"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Student voice, agency and leadership in the classroom will have improved.	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	\$1,500.00	\$1,500.00
Year Level Leaders will visit schools that are demonstrating best practice in student agency.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$33,800.00	\$33,800.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provision of individual and/or small group support for students requiring additional instruction in Literacy and Numeracy	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"/> Professional development (excluding CRT costs and new FTE)	\$22,800.00	\$22,800.00
Totals			\$22,800.00	\$22,800.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Data to be used by all teams in planning for mathematics.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Teachers to participate in Peer Observations with a particular focus on the numeracy Instructional Model.	<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"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources Peer Observation Resource Literacy & Numeracy Strategy	<input checked="" type="checkbox"/> On-site
Consistent planning process across all year levels.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Literacy & Numeracy Strategy FISO HITS	<input checked="" type="checkbox"/> On-site
Data to be used by all teams in planning for mathematics.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day		
Teachers to participate in Peer Observations with a particular focus on the numeracy Instructional Model and explicit teaching practices.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources The Pedagogical Model Peer Observation, Feedback & Reflection	<input checked="" type="checkbox"/> On-site
A consistent planning process in mathematics across all year levels.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leading Teacher to model explicit teaching practices in mathematics.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff professional learning on 2 half day Curriculum Days on mathematics and 2 PLC's.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

8 Professional Learning sessions and 2 half day Curriculum Days will be conducted throughout the year with a focus on formative assessment and learning progressions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All staff to participate in Numeracy Professional Learning and Peer Observations related to formative assessment.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment.	<input checked="" type="checkbox"/> PLC Leaders <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"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
At least 8 targeted Professional Learning sessions and two half day	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Curriculum Days conducted throughout the year focusing on developing the Numeracy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development			
The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will complete a Survey Monkey to provide feedback on teacher confidence and capacity when teaching mathematics.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
At least 8 targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Numeracy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Knowledge of the learning progressions and the	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Victorian Curriculum will be linked to planning, teaching and formative assessment.		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Data to be used by all teams in planning for Literacy.	<input checked="" type="checkbox"/> PLC Leaders <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers to participate in Peer Observations with a particular focus on the Literacy Instructional Model.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Consistent planning process across all year levels.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Data to be used by all teams in planning for Literacy.	<input checked="" type="checkbox"/> PLC Leaders <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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers to participate in Peer Observations with a particular focus on the Literacy Instructional Model and explicit teaching practices.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
A consistent planning process in Literacy across all year levels.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leading Teacher to model explicit teaching practices in Literacy.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff professional learning on two half day Curriculum Days on Literacy and two PLC's.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development			
Conduct a survey one term after the Instructional Model is shared with staff.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Eight targeted Professional Learning sessions and two half day Curriculum Days will be conducted throughout the year with a focus on formative assessment and learning progressions.	<input checked="" type="checkbox"/> All Staff	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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
All staff to participate in Literacy Professional Learning and Peer Observations related to formative assessment.	<input checked="" type="checkbox"/> All Staff	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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment.	<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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
At least eight targeted Professional Learning sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Literacy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.	<input checked="" type="checkbox"/> All Staff	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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The whole school Assessment Schedule will be reviewed and include a balance of formative and summative assessment to improve student outcomes.	<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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will complete a survey to provide feedback on teacher confidence and capacity when teaching literacy.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
At least eight targeted Professional Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

sessions and two half day Curriculum Days conducted throughout the year focusing on developing the Literacy Instructional Model, Learning Progressions and develop 'I can' statements (Success Criteria) throughout the school.		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Knowledge of the learning progressions and the Victorian Curriculum will be linked to planning, teaching and formative assessment.	<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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review existing processes to capture school and community views and understandings of student voice, agency and leadership.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Analyse trends and correlations between different data sets to identify persisting or emerging issues in student engagement and the use of student voice, agency and leadership.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Use the Practice Principles Self-Reflection Tools to lead discussions about existing practice areas for improvement, and specific steps taken.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Involve students in discussions and enable them to contribute their unique perspectives on learning, teaching and schooling.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide ongoing support for adult-student partnerships by establishing clear structures, roles and responsibilities for implementing mutually agreed goals.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Invite existing Student Council Leaders to set up a new structure with broader student participation in decision making.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish and expand existing resources and structured programs to empower students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Student voice, agency and leadership in the classroom will have improved.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students will be able to share more in the classroom and feel they are being heard.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students' input and ideas will be shared among their peers and teachers.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students in Year 1 to Year 6 will have the opportunity to be elected to represent their class as the Student Council Representative.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Year Level Leaders will visit schools that are demonstrating best practice in student agency.	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Plenty Parklands PS

Year 6 Student Leaders will participate in a weekly Student Leaders Program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Year 6 Student Leaders will attend the annual Student Leaders Conference.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Halogen Foundation	<input checked="" type="checkbox"/> Off-site Melbourne Convention Centre
Students will work with teachers in making decisions about teaching and learning.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Students will take responsibility for their learning and work towards becoming independent and self-regulating learners.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students will negotiate and design learning that stretches their thinking.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Students will be able to track and measure their own learning growth.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students reflect, take action and accept the responsibility that comes with being part of the problem solving.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site