

2020 Annual Implementation Plan

for improving student outcomes

Mill Park Primary School (5160)



Submitted for review by Kelly Spurr (School Principal) on 19 December, 2019 at 02:23 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 15 January, 2020 at 09:39 AM
Endorsed by Jonathan Martin (School Council President) on 06 May, 2020 at 01:51 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding
	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	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>The school has been working diligently with all staff members in our weekly planning sessions, professional learning, PLC Meetings, committee meetings to continue to improve building practice excellence.</p> <p>Our curriculum planning has been heavily reviewed and our 2020 Learning Specialists have already created new planning documents that are more consistent throughout the school. The assessment schedule has been reviewed and we have been focusing on developing better formative assessment practices rather than just summative assessment.</p> <p>The inclusion of HITS in our weekly work programs has been beneficial along with the termly Peer Observations that teachers have been required to do. The level of understanding of HITS from all of our teachers has definitely increased and teachers are now using more of the terminology in their daily teaching practice.</p> <p>As a school we are constantly reviewing and evaluating all of our processes to ensure we are providing our students with the best possible education. This includes evaluating our own practice, providing feedback that is valuable and timely to</p>
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	each other and to our students. The Leadership Team is always reflecting on what we are currently doing, what needs to be improved and what DET initiatives do we need to get involved in.
Considerations for 2020	<ul style="list-style-type: none"> - Continue to focus on building practice excellence at MPPS - Focus on improving Student Agency - Continue to work on improving Literacy and Numeracy outcomes - SWPBS will be launched at the beginning of the school year with our whole school community - Involvement in PLC training for all our Year Level Leaders - All Year Level Leaders will have completed the Bastow Leading Literacy Training by the end of 2020 - Learning Specialist roles are finalised and the Leadership Team for 2020 have already participated in planning sessions - Creating a more positive and professional staff culture that is inclusive of everyone - Curriculum Days have been planned with two external consultants presenting to our staff
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve numeracy outcomes for all students.
Target 1.1	By 2022 the percentage of students achieving high growth in NAPLAN numeracy will be at or above similar schools.
Target 1.2	By 2022 reduce the variation between teacher judgements (number and algebra) and NAPLAN in (numeracy).
Key Improvement Strategy 1.a Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning (Instructional and shared leadership)
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy (CPA)
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning (CPA)
Key Improvement Strategy 1.d Building practice excellence	Identify and implement professional learning that is evidenced-based and modelled on recognised best practice (BPE)
Key Improvement Strategy 1.e Evidence-based high-impact teaching strategies	High Impact Teaching Strategies. (HITS)
Goal 2	To improve literacy outcomes for all students.

Target 2.1	By 2022 the percentage of students achieving high growth in NAPLAN reading and writing will be at or above state schools.
Target 2.2	By 2022 reduce the variation between teacher judgments and NAPLAN in reading and writing.
Key Improvement Strategy 2.a Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning (PL - instructional and shared leadership).
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy.
Key Improvement Strategy 2.c Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning.
Key Improvement Strategy 2.d Building practice excellence	Identify and implement professional learning that is evidence-based and modelled on recognised best practice.
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	High Impact Teaching Strategies. (HITS)
Goal 3	To improve student engagement through enhanced student agency in their learning.
Target 3.1	To improve positive endorsement Year 4 to 6 for Student voice and agency in the Attitudes to School Survey from 62% (2017).

Target 3.2	To improve positive endorsement from School climate in the School Staff Survey from 75% (2017).
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student agency.
Key Improvement Strategy 3.b Instructional and shared leadership	Build the capacity of leaders to lead teaching and learning.
Key Improvement Strategy 3.c Building practice excellence	Identify and implement professional learning that is evidence-based and modelled on recognised best practice.
Key Improvement Strategy 3.d Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning.

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.	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. - Year 3 and Year 5 NAPLAN results in 2020 will be at or above similar schools in Numeracy.
		By 2022 reduce the variation between teacher judgements (number and algebra) and NAPLAN in (numeracy).	- Year 3 and Year 5 NAPLAN results in 2020 will be show a reduction in the variation between teacher judgment and NAPLAN data 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.	- Year 3 and Year 5 NAPLAN results in 2020 will be at or above similar schools in Reading and Writing.
		By 2022 reduce the variation between teacher judgments and NAPLAN in reading and writing.	- Year 3 and Year 5 NAPLAN results in 2020 will be show a reduction in the variation between teacher judgment and NAPLAN data 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).	Student Voice and Agency in the Attitudes to School Survey to be at or above state level (2019 - 71%).

		To improve positive endorsement from School climate in the School Staff Survey from 75% (2017).	Staff Trust and Teacher Collaboration in the School Staff Survey to be at or above network schools (2019 - 78% Staff Trust and 63% Teacher Collaboration).

Goal 1	To improve numeracy outcomes for all students.		
12 Month Target 1.1	- Year 3 and Year 5 NAPLAN results in 2020 will be at or above similar schools in Numeracy.		
12 Month Target 1.2	- Year 3 and Year 5 NAPLAN results in 2020 will be show a reduction in the variation between teacher judgment and NAPLAN data 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)		No
KIS 2 Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy (CPA)		No
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	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.	Upon analysis of NAPLAN and teacher judgment data there is a need for: 1. The development, understanding and implementation of a consistent assessment schedule. 2. Frequent and targeted professional learning to promote evidence based practice. 3. Increase understanding and implementation of HITS within daily practice.	
Goal 2	To improve literacy outcomes for all students.	
12 Month Target 2.1	- Year 3 and Year 5 NAPLAN results in 2020 will be at or above similar schools in Reading and Writing.	
12 Month Target 2.2	- Year 3 and Year 5 NAPLAN results in 2020 will be show a reduction in the variation between teacher judgment and NAPLAN data 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).	No
KIS 2 Curriculum planning and assessment	Develop and implement explicit teaching models for literacy and numeracy.	No
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 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.	Upon analysis of NAPLAN and teacher judgment data there is a need for: 1. The development, understanding and implementation of a consistent assessment schedule. 2. Frequent and targeted professional learning to promote evidence based practice. 3. Increase understanding and implementation of HITS within daily practice.	
Goal 3	To improve student engagement through enhanced student agency in their learning.	
12 Month Target 3.1	Student Voice and Agency in the Attitudes to School Survey to be at or above state level (2019 - 71%).	
12 Month Target 3.2	Staff Trust and Teacher Collaboration in the School Staff Survey to be at or above network schools (2019 - 78% Staff Trust and 63% Teacher Collaboration).	
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.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Upon analysis of Attitudes to School Survey data there is a need for:

1. A collective understanding of student agency.
2. Identification of the leaders understanding of student agency.
3. Evidence based professional learning to support the implementation of student agency.

Upon analysis of School Staff Survey data there is a need for:

1. School leaders to identify and act on improving staff trust among colleagues.
2. Developing effective and productive methods of collaboration among staff.
3. Professional learning to support staff in building trust among colleagues.

Define Actions, Outcomes and Activities

Goal 1	To improve numeracy outcomes for all students.			
12 Month Target 1.1	- Year 3 and Year 5 NAPLAN results in 2020 will be at or above similar schools in Numeracy.			
12 Month Target 1.2	- Year 3 and Year 5 NAPLAN results in 2020 will be show a reduction in the variation between teacher judgment and NAPLAN data in Number and Algebra.			
KIS 1 Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning (CPA)			
Actions	<ul style="list-style-type: none"> - Develop a consistent and comprehensive assessment schedule. - To identify and implement shared assessment tasks that support triangulation of data. 			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: develop a comprehensive assessment schedule that targets formative and summative assessment in numeracy.</p> <p>Teachers will: understand and follow the assessment schedule to support consistency and triangulation of data.</p> <p>Students will: be involved in formative and summative assessment methods.</p>			
Success Indicators	<ul style="list-style-type: none"> - A complete and active assessment schedule. - Evidence of triangulation of data. - Students to be able to articulate their learning goals based on their assessment tasks. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of assessment schedule.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1	\$2,000.00

			to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
Use formative and summative assessment to support students in their development of learning goals.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Identify and implement professional learning that is evidenced-based and modelled on recognised best practice (BPE)			
Actions	- Professional Learning supported by DET initiatives - Numeracy Toolkit, moderation, assessment and planning.			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: research, plan and present evidence based professional learning to staff.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - be actively involved in all elements of professional learning sessions (pre-reading, organisation of data and resources). - build reflective practice. - adhere to agreed upon norms. <p>Students will: be asked to provide feedback to teachers based on newly implemented practice.</p>			
Success Indicators	<ul style="list-style-type: none"> - Teachers will have an increased knowledge and understanding of best practice in Numeracy. - Improvement of quality of instruction within the classroom. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of the Professional Learning Schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional learning focusing on Numeracy Toolkit, Maths moderation, achievement standards, Number learning progressions and triangulation of Numeracy data.	<input checked="" type="checkbox"/> Learning Specialist(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 3 Evidence-based high-impact teaching strategies	High Impact Teaching Strategies. (HITS)			
Actions	<ul style="list-style-type: none"> - Provide staff with resources that support the implementation of HITS within daily practice. - Ensure Peer Observation discussions have a focus on HITS. - PLC Leaders to complete Learning Walks that have a focus on HITS. 			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: provide relevant supporting documents and discuss with staff to build on their understanding of HITS.</p> <p>Teachers will: implement HITS within their daily practice.</p> <p>Students will: demonstrate their involvement to relevant HITS.</p>			
Success Indicators	<ul style="list-style-type: none"> - Teachers will have a better understanding of HITS. - Peer Observation documentation will reflect professional conversations supported by HITS. - Work programs will reflect a considered application of HITS. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Weekly planning sessions to involve discussions about how HITS can be implemented.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Peer Observations to be conducted termly at a minimum, focusing on HITS.	<input checked="" type="checkbox"/> Learning Specialist(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
PLC Leaders to conduct weekly Learning Walks and provide feedback on the use of HITS.	<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
Goal 2	To improve literacy outcomes for all students.			
12 Month Target 2.1	- Year 3 and Year 5 NAPLAN results in 2020 will be at or above similar schools in Reading and Writing.			
12 Month Target 2.2	- Year 3 and Year 5 NAPLAN results in 2020 will be show a reduction in the variation between teacher judgment and NAPLAN data in Reading and Writing.			
KIS 1 Curriculum planning and assessment	Implement rigorous assessment practices and feedback to inform teaching and learning.			
Actions	<ul style="list-style-type: none"> - Develop a consistent and comprehensive assessment schedule. - To conduct assessment tasks that support triangulation of data. - To identify and implement shared assessment tasks that support triangulation of data. 			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: develop a comprehensive assessment schedule that targets formative and summative assessment in literacy.</p> <p>Teachers will: understand and follow the assessment schedule to support consistency and triangulation of data.</p> <p>Students will: be involved in formative and summative assessment methods.</p>			

Success Indicators	<ul style="list-style-type: none"> - A complete and active assessment schedule. - Evidence of triangulation of data. - Students to be able to articulate their learning goals based on their assessment tasks. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of assessment schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development to build knowledge around triangulation of data in Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(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
KIS 2 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"> - Professional Learning supported by DET initiatives - Literacy Toolkit, moderation, assessment and planning. - Conduct Fountas and Pennell Professional Learning focusing on running records and how to analyse and use the data for planning. 			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: research, plan and present evidence based professional learning to staff.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - be actively involved in all elements of professional learning sessions (pre-reading, organisation of data and resources). - build reflective practice. - adhere to agreed upon norms. - be participate in the Fountas and Pennell professional learning session in Term 2 and focus on analysing the running record data. <p>Students will: be asked to provide feedback to teachers based on newly implemented practice.</p>			

Success Indicators	<ul style="list-style-type: none"> - Teachers will have an increased knowledge and understanding of best practice in Literacy. - Improvement of quality of instruction within the classroom. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of the Professional Learning Schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning focusing on Literacy Toolkit, Literacy moderation, achievement standards, F& P Benchmark Assessment, Literacy learning progressions and triangulation of Literacy data.	<input checked="" type="checkbox"/> Learning Specialist(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
Teachers to participate in the Fountas and Pennell professional learning sessions focusing on running records and analysing the data for future planning.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Evidence-based high-impact teaching strategies	High Impact Teaching Strategies. (HITS)			
Actions	<ul style="list-style-type: none"> - Provide staff with resources that support the implementation of HITS within daily practice. - Ensure Peer Observation discussions have a focus on HITS. - PLC Leaders to complete weekly Learning Walks that have a focus on HITS. 			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: provide relevant supporting documents to staff to build on their understanding of HITS.</p>			

	<p>Teachers will: implement HITS within their daily practice.</p> <p>Students will: demonstrate their involvement to relevant HITS.</p>			
Success Indicators	<ul style="list-style-type: none"> - Teachers will have a better understanding of HITS. - Peer Observation documentation will reflect professional conversations supported by HITS. - Work programs will reflect a considered application of HITS. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Weekly planning sessions to involve discussions about how HITS can be implemented.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer observations to be conducted termly at a minimum, focusing on HITS.	<input checked="" type="checkbox"/> Learning Specialist(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
PLC Leaders to conduct weekly Learning Walks and provide feedback on the use of HITS.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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	Student Voice and Agency in the Attitudes to School Survey to be at or above state level (2019 - 71%).			
12 Month Target 3.2	Staff Trust and Teacher Collaboration in the School Staff Survey to be at or above network schools (2019 - 78% Staff Trust and 63% Teacher Collaboration).			
KIS 1	Activate student agency.			

Empowering students and building school pride				
Actions	<ul style="list-style-type: none"> - Empower students to make decisions about what and how they learn. - Provide opportunities for students to share their learning, teach, question and challenge each other. - Model and develop students critical, creative and higher order thinking skills. - Year 4 to implement a 'Design for Change' project as outlined through DET resource Amplify. 			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: provide relevant supporting documents to staff to build on their understanding of Student Agency.</p> <p>Teachers will: make considerations to the opinions, interests and abilities of students when planning for engaging activities.</p> <p>Students will: play a more active role in their learning.</p>			
Success Indicators	<ul style="list-style-type: none"> - An improvement in the results of the Attitudes to School Survey in Student Voice and Agency. - Students work with teachers in making decisions about teaching and learning. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Involve students in discussions and enable them to contribute their unique perspectives on teaching and learning.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers to unpack Attitudes to School Survey with students using the Amplify Resource Book, page 18.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2	Build the capacity of leaders to lead teaching and learning.			

Instructional and shared leadership				
Actions	<ul style="list-style-type: none"> - Address and strengthen staff trust and collaboration with colleagues. - Professional Learning with Chris Daicos will focus on giving and receiving feedback in a trusting environment. 			
Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: address staff trust and collaboration in a professional and safe manner.</p> <p>Teachers will: work together to build a professional culture that supports increased levels of trust.</p>			
Success Indicators	<ul style="list-style-type: none"> - School Staff Survey data will reflect improvements in Staff Trust and Teacher Collaboration. - Staff will feel safe and comfortable to address concerns in a professional manner. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide staff with the opportunity to give and receive feedback to continue to build a collaborative and professional culture	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning session with Chris Daicos will be conducted in Term 1, 2020 for all staff members.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00 <input checked="" 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	- Provide professional learning to strengthen staff understanding of how to activate student agency.			

Outcomes	<p>The school expects to see the following outcomes:</p> <p>Leaders will: provide professional learning to staff through the Amplify resource as recommended by DET</p> <p>Teachers will: evaluate and diagnose the structures and processes that are in place to support student voice, agency and leadership in the classroom</p> <p>Students will: be meaningfully involved in planning, implementing, and evaluating activities related to their learning</p>			
Success Indicators	- Planning will have evidence of student input through meaningful activities related to student interests			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school Professional Learning supported by evidence to assist with planning using student voice and agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Peer observations to be conducted with a focus on student voice and agency	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" 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	\$32,300.00	\$32,300.00
Additional Equity funding	\$24,300.00	\$24,300.00
Grand Total	\$56,600.00	\$56,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Development of assessment schedule.	from: Term 1 to: Term 1	<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
Use formative and summative assessment to support students in their development of learning goals.	from: Term 2 to: Term 2	<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	\$1,000.00	\$1,000.00
Development of the Professional Learning Schedule.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00

	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		
Professional learning focusing on Numeracy Toolkit, Maths moderation, achievement standards, Number learning progressions and triangulation of Numeracy data.	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
Weekly planning sessions to involve discussions about how HITS can be implemented.	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)	\$500.00	\$500.00
Peer Observations to be conducted termly at a minimum, focusing on HITS.	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)	\$2,000.00	\$2,000.00
PLC Leaders to conduct weekly Learning Walks and provide feedback on the use of HITS.	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)	\$3,000.00	\$3,000.00
Professional development to build knowledge around triangulation of data in Numeracy.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		
Professional learning focusing on Literacy Toolkit, Literacy moderation, achievement standards, F& P Benchmark Assessment, Literacy learning progressions and triangulation of Literacy data.	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
Teachers to participate in the Fountas and Pennell professional learning sessions focusing on running records and analysing the data for future planning.	from: Term 2 to: Term 2	<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)	\$4,000.00	\$4,000.00
Peer observations to be conducted termly at a minimum, focusing on HITS.	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)	\$2,000.00	\$2,000.00
PLC Leaders to conduct weekly Learning Walks and provide feedback on the use of HITS.	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)	\$2,000.00	\$2,000.00
Involve students in discussions and enable them to contribute their unique perspectives on teaching and learning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Teachers to unpack Attitudes to School Survey with students using the Amplify Resource Book, page 18.	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)	\$800.00	\$800.00
Provide staff with the opportunity to give and receive feedback to continue to build a collaborative and professional culture	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)	\$1,000.00	\$1,000.00
Professional Learning session with Chris Daicos will be conducted in Term 1, 2020 for all staff members.	from: Term 1 to: Term 1	<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)	\$4,000.00	\$4,000.00
Whole school Professional Learning supported by evidence to assist with planning using student voice and agency.	from: Term 4 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)	\$2,000.00	\$2,000.00
Peer observations to be conducted with a focus on student voice and agency	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)	\$1,500.00	\$1,500.00

Totals		\$32,300.00	\$32,300.00
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Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provision of individual and/or small group support for students required additional instruction in a formal 'Leveled Literacy Intervention' program.	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)	\$24,300.00	\$24,300.00
Totals			\$24,300.00	\$24,300.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Development of assessment schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Use formative and summative assessment to support students in their development of learning goals.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning focusing on Numeracy Toolkit, Maths moderation, achievement standards, Number learning progressions and	<input checked="" type="checkbox"/> Learning Specialist(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"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

triangulation of Numeracy data.						
Peer Observations to be conducted termly at a minimum, focusing on HITS.	<input checked="" type="checkbox"/> Learning Specialist(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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC Leaders to conduct weekly Learning Walks and provide feedback on the use of HITS.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Development of assessment schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(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"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Professional development to build knowledge around triangulation of data in Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(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"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning focusing on Literacy Toolkit, Literacy moderation, achievement standards, F& P Benchmark Assessment, Literacy learning progressions and triangulation of Literacy data.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Teachers to participate in the Fountas and Pennell professional learning sessions focusing on running records and analysing the data for future planning.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Fountas and Pennell Running Records by Pearson Education	<input checked="" type="checkbox"/> On-site

Peer observations to be conducted termly at a minimum, focusing on HITS.	<input checked="" type="checkbox"/> Learning Specialist(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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
PLC Leaders to conduct weekly Learning Walks and provide feedback on the use of HITS.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Learning session with Chris Daicos will be conducted in Term 1, 2020 for all staff members.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Chris Daicos	<input checked="" type="checkbox"/> On-site
Whole school Professional Learning supported by evidence to assist with planning using student voice and agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 4 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 Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site