

# 2019 Annual Implementation Plan

## for improving student outcomes

Mickleham Primary School (1051)



Submitted for review by Emma Fuller (School Principal) on 22 January, 2019 at 02:49 PM  
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 04 March, 2019 at 06:08 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

|  | <b>FISO Improvement Model Dimensions</b><br>The 6 High-impact Improvement Initiatives are highlighted below in red. | <b>Self-evaluation Level</b>      |
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| <b>Excellence in teaching and learning</b> | Building practice excellence  | Evolving moving towards Embedding |
|  | Curriculum planning and assessment  | Evolving                          |
|  | Evidence-based high-impact teaching strategies  | Emerging moving towards Evolving  |
|  | Evaluating impact on learning   | Evolving                          |
| <b>Professional leadership</b>             | Building leadership teams   | Emerging moving towards Evolving  |
|  | Instructional and shared leadership   | Evolving                          |
|  | Strategic resource management   | Emerging moving towards Evolving  |
|  | Vision, values and culture  | Emerging moving towards Evolving  |

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

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

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| <b>Enter your reflective comments</b> | Over the course of 2018, staff have made progress in implementing the FISO. Building teacher and leadership capacity is at the forefront of our work and we are making some significant gains. In the second half of the year we have made a concerted effort to build our school culture through developing a shared vision with all staff, students and school council; unpacking the expected character traits of people working at Mickleham Primary; our shared beliefs on how best to accommodate and teach our children; and a proactive agreement toward implementing protocols and procedures for all meetings, professional learning situations, and peer / student observations. The PLC process has lent itself to be a significant pivot in our work and how we operate as a staff with an undivided focus on a culture of effectively using data to inform our practice. Alongside this, with the whole-school focus around SWPBS, and the strength in our existing RICH values throughout our school community, we are in a positive space to move forward together, all heading in the same direction, with the sole focus of improved student outcomes at our core. |
| <b>Considerations for 2019</b>        | Student achievement data has emphasised the importance of further work in the are of mathematics - particularly number. During 2019 we will be focusing on the four proficiencies of understanding, fluency , reasoning and problem solving. With 8 new teaching staff in 2019 we are very aware of the need for a strong induction program to ensure the whole-school   |

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|  | <p>approaches, and whole-school culture, which was established in 2018 continues in a positive way forward. We will extend our SIP work with our partner, Diggers Rest Primary School, to include a major leadership program for middle-leaders in both schools. The Leadership structure will be extended to provide genuine leadership opportunities for a larger of staff, including the Inspire Program. With the development of protocols and processes around student and peer observations, they will become a major focus for staff consistency and improved teacher practice. The PLCs have had a trial period in 2018 which was very successful. We are going to be fully implementing this in 2019 with three PLC leaders, where leadership is seen to be co-learners. We continue to have a problem with chronic absences, with many students taken on extended family holidays. We are addressing this with clear protocols, and guidelines for parents and staff. This will be a major focus for 2019 and beyond. Our student growth is continuing to increase at an unpredictable rate, and community engagement and communication is being affected by this. In 2019 from day 1 we have set up Compass as a way of overcoming communication problems, along with the inclusion of a staff and parent handbook.</p> |
| <p><b>Documents that support this plan</b></p> | <p>Attendance Policy.docx (0.15 MB)<br/> Curriculum Day Nov 5th 2018.pptx (0.82 MB)<br/> PEER OBSERVATIONS – Protocols and Processes.docx (0.1 MB)<br/> Student shadowing Protocols and Processes (005).docx (0.03 MB)</p>   |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>   | To improve student learning outcomes through the implementation of effective data collection and analysis systems which support the effective utilisation of data to inform teaching practice.  |
| <b>Target 1.1</b>   | <ul style="list-style-type: none"> <li>● Teacher response to baseline survey regarding high feelings of efficacy in relation to effective use of data to show consistent improvement</li> <li>● Percentage of students achieving low growth (Yrs 3-5) in NAPLAN Reading and Writing to be below 25%</li> <li>● Percentage of students achieving high growth (yrs 3-5) in ANPLAN Reading and Writing to be above 25%</li> <li>● Student outcomes in Reading and Writing show a twelve month growth for a minimum of 75% of all students</li> <li>● Teacher judgement data - % of students achieving A or B in Writing to be above 20% (2015 - 16.7%)</li> <li>● Teacher judgement data - % of students achieving A or B in Reading to be above 25% (2015 - 22.1%)</li> </ul> |
| <b>Target 1.2</b>   | <ul style="list-style-type: none"> <li>● Staff Survey – Teacher collaboration to be above 75%</li> <li>● Staff Survey – Collective Efficacy to be above 75%</li> </ul>  |
| <b>Key Improvement Strategy 1.a</b><br>Curriculum planning and assessment | Develop teacher capacity to analyse and effectively use multiple sources of student learning evidence in the areas of Number, Spelling and Writing.   |
| <b>Goal 2</b>   | To develop, document and implement shared Instructional Models in key areas of Literacy and Numeracy leading to an increase in consistent teacher practices and improvement in student achievement and growth.  |
| <b>Target 2.1</b>   | <ul style="list-style-type: none"> <li>● Percentage of students achieving low growth (Yrs 3-5) in NAPLAN Numeracy to be below 25%</li> <li>● Percentage of students achieving high growth (Yrs 3-5) in NAPLAN Numeracy to be above 25%</li> <li>● Teacher judgement data - % of students achieving A or B in Number to be above 20% (2015 - 10.1%)</li> <li>● Student outcomes in Numeracy show a twelve month growth for a minimum of 70% of students</li> </ul>   |
| <b>Target 2.2</b>   | <ul style="list-style-type: none"> <li>● Increase in the Teaching and Learning components of the Attitudes to School survey to the 75th percentile</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>To increase the Stimulating Learning and Learning Focus components of the Parent Survey to the 75th percentile.</li> </ul>  |
| <b>Target 2.3</b>   | <ul style="list-style-type: none"> <li>100% of staff planning aligned with school planning expectations and protocols</li> <li>100% of staff instruction aligned with agreed instructional models and protocols</li> <li>100% of staff PDP documentation reflect the whole school focus on consistent instructional models</li> </ul>  |
| <b>Key Improvement Strategy 2.a</b><br>Building practice excellence | Develop and Implement an Instructional Model for the teaching of Maths that includes the explicit teaching and use of the four proficiencies.  |
| <b>Key Improvement Strategy 2.b</b><br>Building practice excellence | Develop and implement Mathematical practices that deepen student understanding, increase engagement and provide student voice.   |
| <b>Goal 3</b>   | To improve student learning outcomes through the development and implementation of an organisational and leadership structure that effectively identifies and supports the development of leadership capacity and the implementation of key areas.   |
| <b>Target 3.1</b>   | <ul style="list-style-type: none"> <li>Staff Survey School leadership module (overall school mean) to be above 75%</li> <li>Staff Survey School leadership module (Leading change) % endorsement to be above 80%</li> <li>Staff Survey School leadership module (Leaders support for change) % endorsement to be above 80%</li> <li>Staff Survey School leadership module (Cultural leadership) % endorsement to be above 80%</li> </ul> |
| <b>Target 3.2</b>   | <ul style="list-style-type: none"> <li>Teacher response to baseline survey regarding feelings of role clarity to show consistent improvement.</li> <li>Teacher response to baseline survey regarding opportunities for leadership to show consistent improvement.</li> </ul>   |
| <b>Key Improvement Strategy 3.a</b><br>Building leadership teams    | Build the capacity of staff to collectively support the improvement of student learning through the implementation of Professional Learning Communities using a collaborative process of analysing, acting, evaluating and adjust practice.  |

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| <b>Goal 4</b>  | To improve student engagement and wellbeing through the implementation of a clearly understood and strategic school-wide approach that promotes consistency of expectations and positive school culture.  |
| <b>Target 4.1</b>  | <ul style="list-style-type: none"> <li>▪ Reduction in student absences each year so that by 2019 absences are below the state averages</li> <li>▪ Student absence data shows reduction in late arrivals and early departures</li> </ul>   |
| <b>Target 4.2</b>  | <ul style="list-style-type: none"> <li>● The impact of the School Wide Positive Behaviours Support to be evident through all three components of Student Relationships on the Attitudes to School Survey reaching the 75%</li> <li>● Improvement in parent perceptions of student behaviour and student engagement to reach the 75 percentile by 2019</li> <li>● Improvement in the parent input component of the parent survey to reach the 75th percentile by 2019.</li> <li>● Baseline data regarding student time on task to show consistent improvement.</li> <li>● Baseline data regarding student behaviour and well-being to show consistent improvement in identified key areas</li> </ul> |
| <b>Target 4.3</b>  | Collect baseline data relating to the perceptions of school communications and improve the data over the time of the strategic plan   |
| <b>Key Improvement Strategy 4.a</b><br>Empowering students and building school pride | Develop a greater understanding of the reasons for whole day and partial attendance problems and implement a strategic process for supporting parents to overcome these problems.   |
| <b>Key Improvement Strategy 4.b</b><br>Empowering students and building school pride | Develop teacher capacity to implement expectations that build student engagement and connectedness through SW-PBS and programs such as Respectful Relationships   |

## 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 student learning outcomes through the implementation of effective data collection and analysis systems which support the effective utilisation of data to inform teaching practice.                 | No                                    | <ul style="list-style-type: none"> <li>● Teacher response to baseline survey regarding high feelings of efficacy in relation to effective use of data to show consistent improvement</li> <li>● Percentage of students achieving low growth (Yrs 3-5) in NAPLAN Reading and Writing to be below 25%</li> <li>● Percentage of students achieving high growth (yrs 3-5) in ANPLAN Reading and Writing to be above 25%</li> <li>● Student outcomes in Reading and Writing show a twelve month growth for a minimum of 75% of all students</li> <li>● Teacher judgement data - % of students achieving A or B in Writing to be above 20% (2015 - 16.7%)</li> <li>● Teacher judgement data - % of students achieving A or B in Reading to be above 25% (2015 - 22.1%)</li> </ul> | The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  |
|  |                                       | <ul style="list-style-type: none"> <li>● Staff Survey – Teacher collaboration to be above 75%</li> <li>● Staff Survey – Collective Efficacy to be above 75%</li> </ul>  |   |
| To develop, document and implement shared Instructional Models in key areas of Literacy and Numeracy leading to an increase in consistent teacher practices and improvement in student achievement and growth. | Yes                                   | <ul style="list-style-type: none"> <li>● Percentage of students achieving low growth (Yrs 3-5) in NAPLAN Numeracy to be below 25%</li> <li>● Percentage of students achieving high growth (Yrs 3-5) in NAPLAN Numeracy to be above 25%</li> <li>● Teacher judgement data - % of students achieving A or B in Number to be above 20% (2015 - 10.1%)</li> </ul>   | <p>Percentage of student achieving low growth (Yrs 3-5) in NAPLAN Numeracy to be below 25%</p> <p>Percentage of students achieving High growth (Yrs 3-5) in NAPLAN Numeracy to be above 30%</p> |

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|  |            | <ul style="list-style-type: none"> <li>• Student outcomes in Numeracy show a twelve month growth for a minimum of 70% of students</li> </ul>  | <p>Percentage of students in the top 2 bands of NAPLAN Number to be above 18% (currently 13%)</p> <p>Percentage of students in the top 2 bands of NAPLAN Reading to be above 18% (currently 12%)</p> <p>Percentage of students in the top 2 bands of NAPLAN Writing to be above 10% (currently 4%)</p> <p>Teacher judgement data - % of students achieving at or above in Number to be 65% (currently 53%)</p> |
|  |            | <ul style="list-style-type: none"> <li>• Increase in the Teaching and Learning components of the Attitudes to School survey to the 75th percentile</li> <li>• To increase the Stimulating Learning and Learning Focus components of the Parent Survey to the 75th percentile.</li> </ul>  | <p>Learning Confidence component of the AToS survey to increase to 80% (currently 75%)</p> <p>Stimulating Learning Environment component of the AToS survey to increase to 90% (currently 87%)</p> <p>Sense of Connectedness component of the AToS survey to increase to 85% (currently 82%)</p> <p>Stimulating Learning component of the Parent Survey to increase to 80% (currently 74%)</p>                 |
|  |            | <ul style="list-style-type: none"> <li>• 100% of staff planning aligned with school planning expectations and protocols</li> <li>• 100% of staff instruction aligned with agreed instructional models and protocols</li> <li>• 100% of staff PDP documentation reflect the whole school focus on consistent instructional models</li> </ul> | <p>100% of staff aligned with the expectations and agreed instructional models and protocols.</p> <p>100% of staff PDP documentation reflects the whole school focus on consistency with Mathematics.</p>  |
| <p>To improve student learning outcomes through the development and implementation of an organisational and leadership</p> | <p>Yes</p> | <ul style="list-style-type: none"> <li>▪ Staff Survey School leadership module (overall school mean) to be above 75%</li> <li>▪ Staff Survey School leadership module (Leading change) % endorsement to be above 80%</li> <li>▪ Staff Survey School leadership module (Leaders support for change) % endorsement to be above 80%</li> </ul> | <p>Percentage agreement of the Leading Change component of the staff survey to be above 70% (currently 65%)</p> <p>Percentage agreement of the Leaders</p>   |

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| <p>structure that effectively identifies and supports the development of leadership capacity and the implementation of key areas.</p>   |            | <ul style="list-style-type: none"> <li>▪ Staff Survey School leadership module (Cultural leadership) % endorsement to be above 80%</li> </ul>   | <p>support for Change component of the Staff Survey to be above 70% (currently 65%)<br/> Percentage agreement of the Cultural Leadership component of the staff survey to be 70% (currently 62%)<br/> Percentage agreement of the Teacher Collaboration component of the Staff Survey to be above 70% (currently 65%)</p>  |
| <p>To improve student engagement and wellbeing through the implementation of a clearly understood and strategic school-wide approach that promotes consistency of expectations and positive school culture.</p> | <p>Yes</p> | <ul style="list-style-type: none"> <li>● Teacher response to baseline survey regarding feelings of role clarity to show consistent improvement.</li> <li>● Teacher response to baseline survey regarding opportunities for leadership to show consistent improvement.</li> </ul>  | <p>Teacher understanding of role clarity to continue to improve<br/> Teacher response to belief in opportunities for leadership to continue to improve</p>   |
|   |            | <ul style="list-style-type: none"> <li>▪ Reduction in student absences each year so that by 2019 absences are below the state averages</li> <li>▪ Student absence data shows reduction in late arrivals and early departures</li> </ul>   | <p>Reduction in student absence to at or below the state average.<br/> Student attendance data to show a reduction in late arrivals<br/> Student attendance data to show a reduction in the total number of students with chronic absence</p>  |
|   |            | <ul style="list-style-type: none"> <li>● The impact of the School Wide Positive Behaviours Support to be evident through all three components of Student Relationships on the Attitudes to School Survey reaching the 75%</li> <li>● Improvement in parent perceptions of student behaviour and student engagement to reach the 75th percentile by 2019</li> <li>● Improvement in the parent input component of the parent survey to reach the 75th percentile by 2019.</li> <li>● Baseline data regarding student time on task to show consistent improvement.</li> <li>● Baseline data regarding student behaviour and well-being to show consistent improvement in identified key areas</li> </ul> | <p>AToS survey Student Confidence to increase to above 80% (currently 77%)<br/> AToS survey Student Voice and Agency to increase to 75% (currently 69%)<br/> Parent survey component - Student voice to increase to 80% (currently 77%)<br/> Parent survey Managing Bullying to increase to 75% (currently 69%)<br/> Parent survey Positive Behaviour to increase to 85% (currently 80%)</p> |

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|  |  | Collect baseline data relating to the perceptions of school communications and improve the data over the time of the strategic plan | Parent perception of school communication to increase from 2018 |
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| <b>Goal 1</b>                                | To develop, document and implement shared Instructional Models in key areas of Literacy and Numeracy leading to an increase in consistent teacher practices and improvement in student achievement and growth.  |   |
| <b>12 Month Target 1.1</b>                   | Percentage of student achieving low growth (Yrs 3-5) in NAPLAN Numeracy to be below 25%<br>Percentage of students achieving High growth (Yrs 3-5) in NAPLAN Numeracy to be above 30%<br>Percentage of students in the top 2 bands of NAPLAN Number to be above 18% (currently 13%)<br>Percentage of students in the top 2 bands of NAPLAN Reading to be above 18% (currently 12%)<br>Percentage of students in the top 2 bands of NAPLAN Writing to be above 10% (currently 4%)<br>Teacher judgement data - % of students achieving at or above in Number to be 65% (currently 53%) |   |
| <b>12 Month Target 1.2</b>                   | Learning Confidence component of the AToS survey to increase to 80% (currently 75%)<br>Stimulating Learning Environment component of the AToS survey to increase to 90% (currently 87%)<br>Sense of Connectedness component of the AToS survey to increase to 85% (currently 82%)<br>Stimulating Learning component of the Parent Survey to increase to 80% (currently 74%)   |   |
| <b>12 Month Target 1.3</b>                   | 100% of staff aligned with the expectations and agreed instructional models and protocols.<br>100% of staff PDP documentation reflects the whole school focus on consistency with Mathematics.  |   |
| <b>Key Improvement Strategies</b>            |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building practice excellence | Develop and Implement an Instructional Model for the teaching of Maths that includes the explicit teaching and use of the four proficiencies.   | Yes                                       |
| <b>KIS 2</b><br>Building practice excellence | Develop and implement Mathematical practices that deepen student understanding, increase engagement and provide student voice.  | Yes                                       |

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| 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 work on the teaching of Mathematics has made considerable progress in developing teacher understandings and school wide expectations. There remains considerable work to be undertaken in further building staff understanding of the four proficiencies and developing a school wide consistent model for the teaching of Mathematics. Student voice and agency needs to be better understood by staff and strategies for developing student voice and agency need to be developed and implemented. This aspect was highlighted in the student surveys undertaken across the school and in teacher response surveys around how they implement the teaching of Mathematics. |   |
| <b>Goal 2</b>   | To improve student learning outcomes through the development and implementation of an organisational and leadership structure that effectively identifies and supports the development of leadership capacity and the implementation of key areas.   |   |
| <b>12 Month Target 2.1</b>  | Percentage agreement of the Leading Change component of the staff survey to be above 70% (currently 65%)<br>Percentage agreement of the Leaders support for Change component of the Staff Survey to be above 70% (currently 65%)<br>Percentage agreement of the Cultural Leadership component of the staff survey to be 70% (currently 62%)<br>Percentage agreement of the Teacher Collaboration component of the Staff Survey to be above 70% (currently 65%)   |   |
| <b>12 Month Target 2.2</b>  | Teacher understanding of role clarity to continue to improve<br>Teacher response to belief in opportunities for leadership to continue to improve  |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building leadership teams   | Build the capacity of staff to collectively support the improvement of student learning through the implementation of Professional Learning Communities using a collaborative process of analysing, acting, evaluating and adjust practice.  | 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. | Professional Learning Communities began as a school wide process during Term 4 2018. This work showed a willingness for staff to work collaboratively to improve student learning. Staff, however, are still learning to use the FISO cycle of improvement and further work is needed. We will also need to ensure there is sufficient staff induction around the expectations and procedures for PLCs with several new staff beginning in 2019. We have appointed a new PLC leader who will need support and training to build his leadership capacity in this area.  |   |
| <b>Goal 3</b>   | To improve student engagement and wellbeing through the implementation of a clearly understood and strategic school-wide approach that promotes consistency of expectations and positive school culture.   |   |

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| <b>12 Month Target 3.1</b>  | Reduction in student absence to at or below the state average.<br>Student attendance data to show a reduction in late arrivals<br>Student attendance data to show a reduction in the total number of students with chronic absence  |   |
| <b>12 Month Target 3.2</b>  | AToS survey Student Confidence to increase to above 80% (currently 77%)<br>AToS survey Student Voice and Agency to increase to 75% (currently 69%)<br>Parent survey component - Student voice to increase to 80% (currently 77%)<br>Parent survey Managing Bullying to increase to 75% (currently 69%)<br>Parent survey Positive Behaviour to increase to 85% (currently 80%0)  |   |
| <b>12 Month Target 3.3</b>  | Parent perception of school communication to increase from 2018   |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Empowering students and building school pride   | Develop a greater understanding of the reasons for whole day and partial attendance problems and implement a strategic process for supporting parents to overcome these problems.   | Yes                                       |
| <b>KIS 2</b><br>Empowering students and building school pride   | Develop teacher capacity to implement expectations that build student engagement and connectedness through SW-PBS and programs such as Respectful Relationships   | 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. | <p>Student attendance has remained a concern over the course of 2018. The number of students with chronic absences - 20 days or greater has increased from 2017. Much of this attributable to the increase of families taking their children out of school for extended family holidays. Work needs to continue around the implementation of clear expectations and requirements for parents removing students for family holidays. Staff need to take a more active role in promoting positive attendance within their classroom.</p> <p>The school has moved forward with the implementation of SWPBS. There are consistent matrices and expectations around the use of Positive Behaviour Support within the classroom. Further work is now needed on processes and supports for students in Tier 2 and Tier 3. This work needs to include self-regulation support as well as family support.</p> <p>Parent communication has remained an issue throughout 2018. The school implemented the introduction to Sentral as a school management and communication portal. This program has been very successful in increasing communication from a staff perspective. Unfortunately, the Parent Portal has had many issues and parent parents struggled to regularly connect to</p> |   |

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|  | <p>the portal or receive the school and classroom communication. During 2019 we will change from Sentral to Compass to enable parents to have a reliable portal for regular communication.</p> |
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## Define Actions, Outcomes and Activities

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| <b>Goal 1</b>                                | To develop, document and implement shared Instructional Models in key areas of Literacy and Numeracy leading to an increase in consistent teacher practices and improvement in student achievement and growth.  |
| <b>12 Month Target 1.1</b>                   | Percentage of student achieving low growth (Yrs 3-5) in NAPLAN Numeracy to be below 25%<br>Percentage of students achieving High growth (Yrs 3-5) in NAPLAN Numeracy to be above 30%<br>Percentage of students in the top 2 bands of NAPLAN Number to be above 18% (currently 13%)<br>Percentage of students in the top 2 bands of NAPLAN Reading to be above 18% (currently 12%)<br>Percentage of students in the top 2 bands of NAPLAN Writing to be above 10% (currently 4%)<br>Teacher judgement data - % of students achieving at or above in Number to be 65% (currently 53%)   |
| <b>12 Month Target 1.2</b>                   | Learning Confidence component of the AToS survey to increase to 80% (currently 75%)<br>Stimulating Learning Environment component of the AToS survey to increase to 90% (currently 87%)<br>Sense of Connectedness component of the AToS survey to increase to 85% (currently 82%)<br>Stimulating Learning component of the Parent Survey to increase to 80% (currently 74%)   |
| <b>12 Month Target 1.3</b>                   | 100% of staff aligned with the expectations and agreed instructional models and protocols.<br>100% of staff PDP documentation reflects the whole school focus on consistency with Mathematics.  |
| <b>KIS 1</b><br>Building practice excellence | Develop and Implement an Instructional Model for the teaching of Maths that includes the explicit teaching and use of the four proficiencies.   |
| <b>Actions</b>                               | <ul style="list-style-type: none"> <li>- Collectively develop an Instructional Model for the teaching of Mathematics, including the teaching of the 4 proficiencies.</li> <li>- Continue with furthering the professional reading and development around the implementation of the four proficiencies.</li> <li>- Allocate time for whole-staff professional learning in maths on the meeting schedule.</li> <li>- Induct new staff into the work already completed.</li> <li>- Fully implement the Student Shadowing of mathematics and ensure the protocols are followed by all staff</li> <li>- To provide scheduled time for our learning specialist to observe the teaching of mathematics to ensure the Instructional Model is being followed and implemented effectively.</li> <li>- Implement peer-observations around the teaching of mathematics</li> </ul> |
| <b>Outcomes</b>                              | <p>Students will:</p> <ul style="list-style-type: none"> <li>- Understand and use the correct mathematical language when talking about their understanding of concepts</li> <li>- Respond to familiar and unfamiliar situations using mathematical understanding, fluency, reasoning and problem solving skills</li> </ul>  |

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|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>- Be able to verbalise links between new learning and work they have previously undertaken in various components of maths and other curriculum areas</li> <li>- Be able to 'kid-speak' the learning intentions and success criteria, demonstrating an understanding of their learning and expectations for success</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Explicitly teach and consistently use a common language when teaching mathematics</li> <li>- Plan for and provide regular opportunities for students to use the proficiencies to improve their understanding of mathematics</li> <li>- Develop assessment tools such as rubrics to measure student capabilities around the proficiencies</li> <li>- Use the Mickleham Primary School instructional model for the planning, teaching of, and assessment of mathematics.</li> <li>- Engage in weekly peer observations/student shadowing and follow the required processes and protocols</li> <li>- Be actively engaged in the professional learning provided around mathematics. Collect evidence for the PDPs.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide research and facilitate professional discussion around the four proficiencies of the Victorian Curriculum</li> <li>- Facilitate targeted professional learning for all staff focused on the four proficiencies</li> <li>- Support and facilitate the development of an Instructional Model for Mickleham Primary School</li> <li>- Support and facilitate the professional discussion to continue to build a common and consistent language for mathematics across the school</li> <li>- Model and observe maths lessons to ensure the Instructional model is being used to teach effectively</li> <li>- Provide timely and effective feedback to teachers on their teaching</li> <li>- Use the data from the student shadowing process to ensure that student learning is targeted effectively</li> </ul> |
| <p><b>Success Indicators</b></p> | <ul style="list-style-type: none"> <li>- Peer observations will be recorded and passed on to the leaders to ensure focus is consistent and maintained</li> <li>- Walk-through evidence - to ensure that learning intentions, success criteria, goal setting, and the use of the instructional model is being utilised and taught effectively</li> <li>- An increase in student outcomes NAPLAN (grade 5 top two bands - from 13% to 20%) (Percentage of students in bottom two bands to decrease from 33% to 25%)</li> <li>- An increase in individual student outcomes Victorian Curriculum teacher judgements (% of students at or above to increase from 76% to 80%)</li> <li>- An increase in individual and cohort student outcomes on Essential Assessment for 12 months growth or more at 80%</li> <li>- An increase in the stimulating learning confidence to increase from 87% to 90% in the ATSS</li> <li>- Student sense of connectedness to increase from 82% to 85%</li> <li>- Staff opinion survey - staff perception of Guaranteed and Viable curriculum to increase from 65% to 80%</li> </ul>   |

| Activities and Milestones  | Who   | Is this a PL Priority                            | When                             | Budget  |
|--|---|--|----------------------------------|---|
| Professional Learning opportunities exploring the four proficiencies, understanding what they are and how they can be incorporated into planning and teaching                                | <input checked="" type="checkbox"/> Learning Specialist(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Staff to collaboratively develop rubrics to assist with measuring student capacity in using the four proficiencies   | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$1,000.00<br><br><input type="checkbox"/> Equity funding will be used            |
| Provide opportunities to develop the Instructional Model, based on the importance of having a shared-input, and a collective focus on building the four proficiencies in our students        | <input checked="" type="checkbox"/> All Staff   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><input type="checkbox"/> Equity funding will be used            |
| Provide opportunities for all staff to engage in peer observations and student shadowing. Ensuring the protocols are followed, and to provide opportunity for timely and effective feedback. | <input checked="" type="checkbox"/> Leadership Team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$2,500.00<br><br><input type="checkbox"/> Equity funding will be used            |
| <b>KIS 2</b><br>Building practice excellence   | Develop and implement Mathematical practices that deepen student understanding, increase engagement and provide student voice.  |  |                                  |   |
| <b>Actions</b>   | <ul style="list-style-type: none"> <li>- To draft and implement the continuum of learning in the key areas of Number</li> <li>- Provide professional learning and research around teaching strategies to implement the continuum</li> <li>- Develop consistency in the use of learning intentions, and success criteria, enabling students to reflect in their understanding</li> <li>- Building staff capacity to identify the next step in their student's learning</li> <li>- To engage students in the teaching of the curriculum, empowering student voice in reflection, building goals and develop their understanding of the next steps in their learning.</li> </ul> |  |                                  |   |

|                                  |  |                              |             |               |
|----------------------------------|--|------------------------------|-------------|---------------|
| <b>Outcomes</b>                  | <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to articulate their individual learning goal, and communicate their next step of learning</li> <li>- Confidently explain their responses to problems and the reasoning they used in finding solutions</li> <li>- Respect and value the responses of other students during maths talks</li> <li>- To use appropriate vocabulary to explain and describe their understanding</li> </ul> <p>To reflect using a number of strategies including rubrics, verbal or written to identify their success measured against their success criteria</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Plan for the inclusion of opportunities to promote student voice in the learning</li> <li>- Ensure the learning intention and success criteria are shared and referred to throughout the lesson, and explicitly discussed for reflection</li> <li>- Work with the students to establish individual goals, and visually showing them and building their next steps along the continuum</li> <li>- Reflect on student learning data as part of the PLC action learning cycle for improving student learning in Number</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide professional learning opportunities around the review of literature and research e.g. Booker</li> <li>- Facilitate and support a process of student shadowing in number</li> <li>- Support and facilitate the PLC teams and the PLC process and protocols</li> <li>- Model the expectations of the teachers</li> <li>- Support staff planning and implementation of the continuum for deeper understanding</li> </ul> |                              |             |               |
| <b>Success Indicators</b>        | <ul style="list-style-type: none"> <li>- Peer observations will be recorded and passed on to the leaders to ensure focus is consistent and maintained</li> <li>- Walk-through evidence - to ensure that learning intentions, success criteria, goal setting, and the use of the continuum is being utilised and taught effectively</li> </ul> <p>Planners will be collected and checked weekly to ensure the continuum is being taught</p> <ul style="list-style-type: none"> <li>- An increase in student outcomes NAPLAN (grade 5 top two bands - from 13% to 20%) (Percentage of students in bottom two bands to decrease from 33% to 25%)</li> <li>- An increase in individual student outcomes Victorian Curriculum teacher judgements (% of students at or above to increase from 76% to 80%)</li> <li>- An increase in individual student outcomes on Essential Assessment for 12 months growth or more at 80%</li> <li>- An increase in Student Voice on the ATSL from 69 to 75%</li> <li>- Staff Opinion survey - academic emphasis to increase from 38% to 70%</li> <li>Staff Opinion Survey - collective focus on student learning to increase from 68% to 80%</li> </ul>   |                              |             |               |
| <b>Activities and Milestones</b> | <b>Who</b>   | <b>Is this a PL Priority</b> | <b>When</b> | <b>Budget</b> |

|  |  |  |                                  |   |
|--|--|--|----------------------------------|---|
| Professional development and modelling of the process for student shadowing, and goal setting, to build staff capacity to shadow students                          | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$8,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Develop and document process for the effective implementation of the Number continuum across the school  | <input checked="" type="checkbox"/> All Staff  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$3,000.00<br><br><input type="checkbox"/> Equity funding will be used            |
| To ensure that the PLC teams are continually referring to the data around Number, and are planning according for individual students using the continuum           | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> PLC Leaders   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$6,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| To ensure the Learning Specialists are observing and modelling the HITS strategies of learning intentions, success criteria, feedback, questioning and reflection. | <input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$2,000.00<br><br><input type="checkbox"/> Equity funding will be used            |
| <b>Goal 2</b>  | To improve student learning outcomes through the development and implementation of an organisational and leadership structure that effectively identifies and supports the development of leadership capacity and the implementation of key areas.   |  |                                  |   |
| <b>12 Month Target 2.1</b>   | Percentage agreement of the Leading Change component of the staff survey to be above 70% (currently 65%)<br>Percentage agreement of the Leaders support for Change component of the Staff Survey to be above 70% (currently 65%)<br>Percentage agreement of the Cultural Leadership component of the staff survey to be 70% (currently 62%)<br>Percentage agreement of the Teacher Collaboration component of the Staff Survey to be above 70% (currently 65%) |  |                                  |   |
| <b>12 Month Target 2.2</b>   | Teacher understanding of role clarity to continue to improve<br>Teacher response to belief in opportunities for leadership to continue to improve  |  |                                  |   |
| <b>KIS 1</b>   | Build the capacity of staff to collectively support the improvement of student learning through the implementation of Professional Learning Communities using a collaborative process of analysing, acting, evaluating and adjust practice.  |  |                                  |   |

| Building leadership teams |  |
|---------------------------|--|
| <b>Actions</b>            | <ul style="list-style-type: none"> <li>- Continue to develop the work which has commenced around the culture of Mickleham Primary School. Ensure staff are committed to and are proactive towards our agreed vision, values, character traits, and our beliefs. The work will continue with our SIP (School Improvement Partnership) with Diggers Rest Primary School.</li> <li>- As part of the PLC process collaboratively establish clear processes, timelines and expectations around the collection of, analysis of, and the use of student data (both formative and summative) to improve and increase learning outcomes.</li> <li>- Develop and implement an action research cycle to work on identified common areas of improvement as part of the PLC.</li> </ul>   |
| <b>Outcomes</b>           | <p>Students will:</p> <ul style="list-style-type: none"> <li>- Confidently describe their learning and articulate what their learning goals/goals for improvement are</li> <li>- Engage with the teacher, and seek feedback</li> <li>- Respect, converse appropriately and demonstrate our core values to all external persons, including staff from Diggers Rest PS</li> <li>- Demonstrate all of our RICH values within the school grounds, and outside of the school grounds, and are able to clearly articulate our values and what they mean.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Share data with students and discuss progress and areas of improvement</li> <li>- Actively participate in programs to develop and build their leadership capacity</li> <li>- Engage in the PLC process through following a cycle of action to improve student learning outcomes, and to ensure individual needs are catered for</li> <li>- Follow and adhere to the protocols established for meetings, professional learning and at all times, demonstrating their commitment to our school's values, character traits and beliefs.</li> <li>- Follow the agreed protocols and professionalism around the sharing of student data. A change of language - they are all our students not 'my' students</li> <li>- Use a variety of data including formative and summative, and moderate data effectively within the PLC teams.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Ensure the resourcing and implementation of effective PLCs in order for the process to be maximised effectively</li> <li>- Establish processes, timelines and expectations around the implementation of the PLCs</li> <li>- Engage professionally with the leaders of the SIP through implementing the middle-leaders program across both schools</li> <li>- School leaders will engage with all staff during the first month to uncover and discuss their aspirations in order to ensure the school is accommodating their personal professional growth</li> <li>- Be active participants in the PLC process - as co-learners</li> </ul> |

| <b>Success Indicators</b>  | Percentage agreement of the Leading Change component of the staff survey to be above 70% (currently 54%)<br>Percentage agreement of the Leaders support for Change component of the Staff Survey to be above 70% (currently 58%)<br>Percentage agreement of the Cultural Leadership component of the staff survey to be 70% (currently 48%)<br>Percentage agreement of the Teacher Collaboration component of the Staff Survey to be above 70% (currently 52P%) |  |                                  |  |
|--|---|--|----------------------------------|--|
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| Building the leadership capacity of staff to undertake key aspects of action research to improve student learning through the PLC process. | <input checked="" type="checkbox"/> School Leadership Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$15,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Establish the parameters for implementing the leadership program through the SIP   | <input checked="" type="checkbox"/> Leadership Team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Identify common key areas for improvement that will form the basis of action research across the school                                    | <input checked="" type="checkbox"/> School Improvement Team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$2,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used  |
| Analysis of school using the PLC maturity matrix, to establish future goals and direction towards school improvement                       | <input checked="" type="checkbox"/> PLC Leaders<br><input checked="" type="checkbox"/> School Improvement Team  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><input type="checkbox"/> Equity funding will be used             |
| <b>Goal 3</b>  | To improve student engagement and wellbeing through the implementation of a clearly understood and strategic school-wide approach that promotes consistency of expectations and positive school culture.  |  |                                  |  |

|   |   |
|---|---|
| <b>12 Month Target 3.1</b>                                    | Reduction in student absence to at or below the state average.<br>Student attendance data to show a reduction in late arrivals<br>Student attendance data to show a reduction in the total number of students with chronic absence  |
| <b>12 Month Target 3.2</b>                                    | AToS survey Student Confidence to increase to above 80% (currently 77%)<br>AToS survey Student Voice and Agency to increase to 75% (currently 69%)<br>Parent survey component - Student voice to increase to 80% (currently 77%)<br>Parent survey Managing Bullying to increase to 75% (currently 69%)<br>Parent survey Positive Behaviour to increase to 85% (currently 80%)   |
| <b>12 Month Target 3.3</b>                                    | Parent perception of school communication to increase from 2018   |
| <b>KIS 1</b><br>Empowering students and building school pride | Develop a greater understanding of the reasons for whole day and partial attendance problems and implement a strategic process for supporting parents to overcome these problems.   |
| <b>Actions</b>  | <ul style="list-style-type: none"> <li>- Analyse school attendance data both whole day and partial absences to determine the areas of greatest concern</li> <li>- Developing the effective communication with parents regarding attendance concerns, including interviews with individual parents to better understand the issue behind chronic absences</li> <li>- Establish processes and protocols for managing ongoing attendance concerns</li> </ul>   |
| <b>Outcomes</b>   | <p>Students will:</p> <ul style="list-style-type: none"> <li>- Want to come to school on a daily basis</li> <li>- Encourage their parents to arrive at school on time each day</li> <li>- Discourage parents from removing them from school early unless for medical or educational purposes</li> <li>- Be actively engaged within their classroom as per the 'Empowerment and Participation of Children' (Child Safety standard 7)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Regularly monitor student attendance, reporting any concerns with the leadership team immediately, namely after 3 absences in one term as this can lead to chronic absences beyond this figure</li> <li>- Although a member of staff will be contacting families with the first two hours of the school day, if a student is away without reason, the teacher will actively seek absence notes and follow up with parents for any student after two days consecutive absence.</li> <li>- Create an engaging classroom curriculum and environment</li> <li>- Positively promote regular attendance through welcoming students individually, and celebrating attendance daily through the SWPBS tokens</li> <li>- Meet with parents to set attendance plans in place if attendance becomes a concern for individual students</li> </ul> |

|  | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Establish processes for following up with un-notified student absences, daily</li> <li>- Closely monitor attendance through arrival and departure times</li> <li>- Follow up with parents in a timely manner</li> <li>- Continue to promote the need for regular attendance including newsletters, celebrations in assembly, certificates, hot-food termly, and end of year excursion for 100% attendance</li> <li>- Ensure the attendance policy is updated and shared with all stakeholders</li> <li>- Encourage parents to avoid taking holidays during term-time, and hold a meeting to discuss return to school arrangements</li> </ul> |  |                                  |  |
|--|--|--|----------------------------------|--|
| <b>Success Indicators</b>  | <ul style="list-style-type: none"> <li>- To decrease the % of chronic absences to be below 20%</li> <li>- To decrease the average number of days absences for all students to be less than 14</li> <li>- To decrease the average number of unapproved absences per student to be below 3</li> </ul>  |  |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| Establish and implement whole school processes and protocols around the management of attendance and late arrivals   | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$500.00<br><br><input type="checkbox"/> Equity funding will be used   |
| Provide communication to parents through the parent handbook, newsletter, website and Compass, on the importance and consequences of unsatisfactory attendance | <input checked="" type="checkbox"/> Assistant Principal  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Communicating with parents including through home visits to promote attendance and minimise absence  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$100.00<br><br><input type="checkbox"/> Equity funding will be used   |
| Create and communicate expectations for meeting requirements around family holidays (to minimise absences)   | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$500.00   |

|  |  |  |                                  |   |
|--|--|--|----------------------------------|---|
|  | <input checked="" type="checkbox"/> Principal  |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used                              |
| Analyse school attendance data to understand patterns of attendance and KIS to support families with chronic attendance concerns | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$500.00<br><br><input type="checkbox"/> Equity funding will be used              |
| Develop and implement strategies for celebrating positive attendance across the school   | <input checked="" type="checkbox"/> Assistant Principal  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Empowering students and building school pride  | Develop teacher capacity to implement expectations that build student engagement and connectedness through SW-PBS and programs such as Respectful Relationships  |  |                                  |   |
| <b>Actions</b>   | <ul style="list-style-type: none"> <li>- Evaluate and refine the SWPBS matrices for both inside and outside the classroom in line with the school vision and values statements, and the school's code of conducts, and wellbeing and engagement policy</li> <li>- Explicitly teach the school wide expectations throughout the curriculum</li> <li>- Develop and include parent and teacher expectations to the school matrices to ensure consistent behaviours and role-modelling of appropriate behaviour across the school</li> <li>- Develop processes and programs for providing specific skill development for students who are unable to manage their behaviours</li> </ul> |  |                                  |   |
| <b>Outcomes</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>- Demonstrate appropriate behaviour across the school</li> <li>- Demonstrate the school values through their actions</li> <li>- Articulate the school values and clearly explain why we have them, and what they mean</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Explicitly teach the expected behaviours to all students and role model them at all times</li> </ul>  |  |                                  |   |

|  |   |  |                                  |  |
|--|---|--|----------------------------------|--|
|  | <ul style="list-style-type: none"> <li>- Provide specific class lessons around respectful relationships (as indicated in Child Safe Standard 7) and bounce back to support students' understanding of behaviours</li> <li>- Monitor student behaviour providing positive reinforcement of expectations and 'just in time' support for students who require further guidance</li> <li>- Adhere to the start up program in order to build and create a shared understanding of the expectations of the SWPBS matrix</li> <li>- Utilise the behaviour management chart both inside the classroom, and the corresponding behaviour flow chart for the yard</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide professional support to staff on the implementations of the SWPBS</li> <li>- Support staff with strategies and activities to explicitly teach the expectations of the matrix. Learning specialist to model best practice</li> <li>- Monitor and evaluate student behaviour data to understand key patterns of concern and establish areas for improvement - this data will be used to provide classroom support or an individual student self-management program/ alternative external support/ program e.g. Breakthru</li> <li>- Provide professional development to staff around strategies to support students experiencing difficulties in self-regulation/ executive function</li> </ul> |  |                                  |  |
| <b>Success Indicators</b>  | <p>AToS survey Student Confidence to increase to above 80% (currently 77%)<br/>         AToS survey Student Voice and Agency to increase to 75% (currently 69%)<br/>         Parent survey component - Student voice to increase to 80% (currently 77%)<br/>         Parent survey Managing Bullying to increase to 75% (currently 72%)<br/>         Parent survey Positive Behaviour to increase to 85% (currently 80%)</p>  |  |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| Review of the data and school matrices, including both parent and teacher expectations   | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Explicit teaching of behaviour and the development of videos and posters to promote the correct implementation of expectations | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$1,500.00   |

|  |  |  |                                  |   |
|--|--|--|----------------------------------|---|
|  |  |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used                              |
| Implementation of the school-wide process of positive reinforcement of school expectations   | <input checked="" type="checkbox"/> Leadership Team  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$3,000.00<br><br><input type="checkbox"/> Equity funding will be used            |
| Professional development and support to staff around the implementation strategies for students who are unable to manage their own behaviour   | <input checked="" type="checkbox"/> Allied Health<br><input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Develop specific programs and experiences to provide additional support and skill development for students struggling to maintain positive behaviours, including professional development for all staff, including an understanding of the school well-being processes | <input checked="" type="checkbox"/> Assistant Principal  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><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 | \$61,500.00                | \$61,500.00        |
| Additional Equity funding                                | \$0.00                     | \$0.00             |
| <b>Grand Total</b>                                       | <b>\$61,500.00</b>         | <b>\$61,500.00</b> |

### Activities and Milestones

| Activities and Milestones   | When                             | Category   | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| Professional Learning opportunities exploring the four proficiencies, understanding what they are and how they can be incorporated into planning and teaching | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT | \$5,000.00                 | \$5,000.00        |
| Professional development and modelling of the process for student shadowing, and goal setting, to build staff capacity to shadow students                     | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT   | \$8,000.00                 | \$8,000.00        |
| To ensure that the PLC teams are continually referring to the data around Number, and are planning according for individual students using the continuum      | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources  | \$6,000.00                 | \$6,000.00        |

|  |                                  |  |             |             |
|--|----------------------------------|--|-------------|-------------|
|  |                                  | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT  |             |             |
| Building the leadership capacity of staff to undertake key aspects of action research to improve student learning through the PLC process.   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT   | \$15,000.00 | \$15,000.00 |
| Establish the parameters for implementing the leadership program through the SIP   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT | \$10,000.00 | \$10,000.00 |
| Identify common key areas for improvement that will form the basis of action research across the school                                      | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  | \$2,500.00  | \$2,500.00  |
| Develop and implement strategies for celebrating positive attendance across the school   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Other<br>Rewards and awards  | \$5,000.00  | \$5,000.00  |
| Professional development and support to staff around the implementation strategies for students who are unable to manage their own behaviour | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  | \$5,000.00  | \$5,000.00  |

|  |                                  |   |             |             |
|--|----------------------------------|---|-------------|-------------|
|  |                                  | <input checked="" type="checkbox"/> Support services  |             |             |
| Develop specific programs and experiences to provide additional support and skill development for students struggling to maintain positive behaviours, including professional development for all staff, including an understanding of the school well-being processes | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> Support services | \$5,000.00  | \$5,000.00  |
| <b>Totals</b>  |                                  |   | \$61,500.00 | \$61,500.00 |

### Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| <b>Totals</b>                                     |      |          | \$0.00                     | \$0.00            |

## Professional Learning and Development Plan

| Professional Learning Priority  | Who  | When                             | Key Professional Learning Strategies   | Organisational Structure   | Expertise Accessed  | Where                                       |
|---|--|----------------------------------|--|--|---|---|
| Professional Learning opportunities exploring the four proficiencies, understanding what they are and how they can be incorporated into planning and teaching                         | <input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Demonstration lessons  | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> External consultants<br>Ed Partnerships | <input checked="" type="checkbox"/> On-site |
| Provide opportunities to develop the Instructional Model, based on the importance of having a shared-input, and a collective focus on building the four proficiencies in our students | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development  | <input checked="" type="checkbox"/> Whole School Pupil Free Day  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site |
| To ensure that the PLC teams are continually referring to the data around Number, and are planning according for individual students using the continuum                              | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> PLC Leaders | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Formalised PLC/PLTs  | <input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Bastow program/course   | <input checked="" type="checkbox"/> On-site |
| To ensure the Learning Specialists are observing and modelling the HITS strategies of learning intentions, success criteria, feedback, questioning and reflection.                    | <input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Student voice, including input and feedback<br><input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site |

|  |  |                                  |   |  |  |   |
|--|--|----------------------------------|---|--|--|---|
| Building the leadership capacity of staff to undertake key aspects of action research to improve student learning through the PLC process.                     | <input checked="" type="checkbox"/> School Leadership Team   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Formalised PLC/PLTs                                | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Bastow program/course                  | <input checked="" type="checkbox"/> On-site |
| Provide communication to parents through the parent handbook, newsletter, website and Compass, on the importance and consequences of unsatisfactory attendance | <input checked="" type="checkbox"/> Assistant Principal  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team   | <input checked="" type="checkbox"/> Communities of Practice  | <input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> Departmental resources<br><br>Attendance resources                          | <input checked="" type="checkbox"/> On-site |
| Develop and implement strategies for celebrating positive attendance across the school   | <input checked="" type="checkbox"/> Assistant Principal  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team   | <input checked="" type="checkbox"/> Communities of Practice  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Departmental resources<br><br>Attendance   | <input checked="" type="checkbox"/> On-site |
| Review of the data and school matrices, including both parent and teacher expectations   | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><br><input checked="" type="checkbox"/> Formalised PLC/PLTs  | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Subject association<br><input checked="" type="checkbox"/> External consultants<br><br>SWPBS | <input checked="" type="checkbox"/> On-site |
| Professional development and support to staff around the implementation strategies for students who are unable to manage their own behaviour                   | <input checked="" type="checkbox"/> Allied Health<br><input checked="" type="checkbox"/> Leadership Team | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><br><input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions                    | <input checked="" type="checkbox"/> External consultants<br>SSSO team  | <input checked="" type="checkbox"/> On-site |

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| <p>Develop specific programs and experiences to provide additional support and skill development for students struggling to maintain positive behaviours, including professional development for all staff, including an understanding of the school well-being processes</p> | <p><input checked="" type="checkbox"/> Assistant Principal</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p><input checked="" type="checkbox"/> Preparation<br/><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br/><br/><input checked="" type="checkbox"/> Peer observation including feedback and reflection</p> | <p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p> | <p><input checked="" type="checkbox"/> School improvement partnerships<br/><input checked="" type="checkbox"/> External consultants<br/><br/>SSSO Team</p> | <p><input checked="" type="checkbox"/> On-site</p> |
|---|--|--|---|--|--|--|