2019 Annual Implementation Plan

for improving student outcomes

Roxburgh Homestead Primary School (5443)

Submitted for review by Alexander Mowat (School Principal) on 18 March, 2019 at 11:32 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 20 March, 2019 at 06:31 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	To improve learning outcomes - literacy & numeracy, curiosity & creativity F-6 Above in top bands of NAPLAN for reading & writing at Year 5 Teacher judgements -Reading comparable to similar schools, above for writing & maths To improve: Outcomes by Year 3 Numeracy Learning growth Students connected to school, motivated and engaged – partially met -Most student survey factors above State median (motivation & learning confidence) -Attendance target not met. Increased to 24.51 days in 2017 -Unapproved absences higher than the State.

	To improve mental health & wellbeing of students. School has strategies in place: Social & emotional learning (F-2), values, Respectful Relationships Support for families and students (EAL program, speech therapy, external agencies) Student survey – most factors very positive e.g. teacher concern & advocate at school in 3rd quartile
Considerations for 2019	Continued focus with regard to building teacher capacity and capabilities with regard to the specific teaching of literacy & Numeracy, is essential. Targeting areas across the school for specific and intense intervention and growth will be as a result of initial then continual data analysis. Strategic placement of staff to include the monitoring of student growth will assist in ensuring teachers are developing their knowledge and practice according to need. The strategic alignment of staff to maximise knowledge and expertise has been considered and has resulted in the main priorities of our Strategic Plan being specifically staffed to enable myopic focus to be considered and maintained. The purpose for the School Improvement Team will be that of
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Activate student voice, agency and leadership to empower students to learn and achieve.
Target 1.1	By 2022 improve the percentage of positive responses for the following Attitudes to School Survey factors: - Student voice & agency from 69% to 80% - Stimulated learning from 85% to 90% - Self regulation & goal setting from 89% to 92%
Target 1.2	By 2022 reduce the average days absent per student F-6 from 19 days absent (average 2014-2016) to 17 days. *(NB. In 2017 the average days absent was 24.5 days)*
Key Improvement Strategy 1.a Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered.
Key Improvement Strategy 1.b Empowering students and building school pride	Embed regular staff, student and parent feedback processes to build student engagement.
Key Improvement Strategy 1.c Setting expectations and promoting inclusion	Develop an attendance committee to develop policies and processes, to improve attendance.
Goal 2	Improve achievement and learning growth for all students in literacy and numeracy.

Target 2.1	By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 3: • Numeracy from 25% to 30% • Reading from 35% to 40% • Writing from 48% to 51%
Target 2.2	By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 5: • Numeracy from 17% to 21% • Reading from 26% to 30% • Writing from 13% to 17%
Target 2.3	By 2022 improve the percentage of positive responses on the School Climate module of the Staff Survey for the following factors: • Teacher collaboration from 67% to 85% • Guaranteed and viable curriculum 69% to 85% • Academic emphasis from 50% to be finalised 65%
Target 2.4	By 2022 improve learning growth at each year level using school based benchmark data from PAT R & M ensuring growth targets are set and met each year.
Key Improvement Strategy 2.a	Document and embed a sequential curriculum.

Curriculum planning and assessment	
Key Improvement Strategy 2.b Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy.
Key Improvement Strategy 2.c Building practice excellence	Embed the PLC culture within the school.
Key Improvement Strategy 2.d Curriculum planning and assessment	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.
Goal 3	Build student resilience and enhance wellbeing.
Target 3.1	By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey: • Teacher concern from 80% to 85% • Resilience from 80% to 85% • Respect of diversity 78% to 83% • Sense of confidence 80% to 85%
Target 3.2	By 2022 improve the percentage of positive repsonses on the Parent Survey for overall satisfaction from 68% to 73%
Key Improvement Strategy 3.a	Implement school wide positive behavior support with fidelity.

Setting expectations and promoting inclusion	
Key Improvement Strategy 3.b Empowering students and building school pride	Implement a whole school approach to social and emotional learning.
Key Improvement Strategy 3.c Parents and carers as partners	Build parent partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Activate student voice, agency and leadership to empower students to learn and achieve.	Yes	By 2022 improve the percentage of positive responses for the following Attitudes to School Survey factors: • Student voice & agency from 69% to 80% • Stimulated learning from 85% to 90% • Self regulation & goal setting from 89% to 92%	Student voice & agency from 69% to 72% Stimulated learning from 85% to 87% Self regulation & goal setting from 89% to 91%
		By 2022 reduce the average days absent per student F-6 from 19 days absent (average 2014-2016) to 17 days. *(NB. In 2017 the average days absent was 24.5 days)*	From 19 days to 18.5 days
Improve achievement and learning growth for all students in literacy and numeracy.	Yes	By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 3: • Numeracy from 25% to 30% • Reading from 35% to 40% • Writing from 48% to 51%	Improve percentage of top two bands in NAPLAN at year 3; • Numeracy to 26% • Reading to 36% • Writing to 49%

		By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 5: • Numeracy from 17% to 21% • Reading from 26% to 30% • Writing from 13% to 17%	Improve percentage of top two bands in NAPLAN at year 5; • Numeracy to 18% • Reading to 27% • Writing to 14%
		By 2022 improve the percentage of positive responses on the School Climate module of the Staff Survey for the following factors: • Teacher collaboration from 67% to 85% • Guaranteed and viable curriculum 69% to 85% • Academic emphasis from 50% to be finalised 65%	Improve the percentage of positive responses on school climate module of the Staff Survey for the following factors: Teacher collaboration 70% Guaranteed and viable curriculum 73% Academic emphasis 55%
		By 2022 improve learning growth at each year level using school based benchmark data from PAT R & M ensuring growth targets are set and met each year.	To ensure that we are meeting average recommended growth targets in PATR and PATM
Build student resilience and enhance wellbeing.	No	By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey: • Teacher concern from 80% to 85% • Resilience from 80% to 85% • Respect of diversity 78% to 83%	

	• Sense of confidence 80% to 85%
	By 2022 improve the percentage of positive repsonses on the Parent Survey for overall satisfaction from 68% to 73%

Goal 1	Activate student voice, agency and leadership to empower students to learn and achieve.	
12 Month Target 1.1	Student voice & agency from 69% to 72% Stimulated learning from 85% to 87% Self regulation & goal setting from 89% to 91%	
12 Month Target 1.2	From 19 days to 18.5 days	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered.	Yes
KIS 2 Empowering students and building school pride	Embed regular staff, student and parent feedback processes to build student engagement.	No
KIS 3	Develop an attendance committee to develop policies and processes, to improve attendance.	No

Setting expectations and promoting inclusion		
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.	Pockets of genuine student voice and agency but not embedded in classroom practice Leadership limited to a few Lack of voice and agency impacts on engagement of students and growth as self-regulated learners. ATSS indicated 13% not positive 18% Neutral and 69% positive for Student Voice & Agency	
Goal 2	Improve achievement and learning growth for all students in literacy and numeracy.	
12 Month Target 2.1	Improve percentage of top two bands in NAPLAN at year 3; • Numeracy to 26% • Reading to 36% • Writing to 49%	
12 Month Target 2.2	Improve percentage of top two bands in NAPLAN at year 5; • Numeracy to 18% • Reading to 27% • Writing to 14%	
12 Month Target 2.3	Improve the percentage of positive responses on school climate module of the Staff Survey for the following factors: Teacher collaboration 70% Guaranteed and viable curriculum 73% Academic emphasis 55%	
12 Month Target 2.4	To ensure that we are meeting average recommended growth targets in PATR and PATM	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Document and embed a sequential curriculum.	Yes

Curriculum planning and assessment		
KIS 2 Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy.	Yes
KIS 3 Building practice excellence	Embed the PLC culture within the school.	Yes
KIS 4 Curriculum planning and assessment	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	An analysis of the school's NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in reading, writing and numeracy. Additionally, the school's panorama report indicated the percentage in the top two bands was lower than similar schools for reading, writing and numeracy. Lower growth was also evident compared to similar schools. Literacy and numeracy were therefore identified by the panel as areas requiring focus for the next SSP.	

Define Actions, Outcomes and Activities

Goal 1	Activate student voice, agency and leadership to empower students to learn and achieve.
12 Month Target 1.1	Student voice & agency from 69% to 72% Stimulated learning from 85% to 87% Self regulation & goal setting from 89% to 91%
12 Month Target 1.2	From 19 days to 18.5 days
KIS 1 Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered.
Actions	A lead teacher has been appointed to support the improvement in the school's positive climate. School has developed the Annual Implementation Plan Action Team (AIPAT) or SIT and which will develop the capacity of middle leaders to use improvement cycles to address student, voice and agency. The AIPAT team will build staff understanding and develop an operational definition of SVA. AIPAT team will look at current school climate data sets to develop problems of practice. The AIPAT team will disseminate professional learning for staff and students developed from the improvement cycles. An example of this the introduction of jointly constructed goal setting between teacher and students. More opportunities for students to give feedback to their teacher regarding their learning through conferencing. A priority goal is to ensure we are embedding teaching practices to enhance student voice, agency & leadership in curriculum planners The school have created a school-wide SVA goal which is present in all PDPs all staff have written strategies and goals to support the implementation of this.
Outcomes	Leaders will; lead the AIPAT team build staff understanding and operational definition of what student voice and agency looks like at RHPS guide goal setting in relation to PDPs provide professional learning opportunities for staff monitor the implementation of SVA in planning and in the classroom through feedback cycles Teachers will; plan using an SVA lens provide opportunities for genuine feedback with students conferencing opportunities for co-constructed goals setting and two-way feedback

	provide opportunities for collaboration with peers plan and implement opportunities for deep thinking & problem solving empower students to set goals direct their learning by using feedback and self-reflection to make goals explore leadership in classrooms through inquiry-based learning Students will; have an understanding as to the leadership opportunities across the school have an understanding as to their learning goals have opportunities to give feedback to their teachers
Success Indicators	Teachers having evidence in PDP as to opportunities provided to activate SVA. Action Agreements from AIPAT Students having the ability to co-create and articulate goals. Develop independence when providing work samples and reflecting on goals. Improvement in positive responses in ATSS for SVA. Student self-reflections Student surveys Attitudes to schools survey

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduce PLC / AIPAT, use AIPAT / PLC as a vehicle to drive school improvement in Student Voice and Agency.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used
Student voice team working with evidence based readings and research	☑ Leading Teacher(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
School improvement team focusing on professional development around the implementation of PLCs	☑ School Improvement Team	☑ PLP Priority	from: Term 1	$40,000.00

				to: Term 4	☑ Equity funding will be used
Whole staff & student professional development around student voice and agency	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Professional reading around "Amplify"	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teacher peer observations in cohorts	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

Goal 2	Improve achievement and learning growth for all students in literacy and numeracy.
12 Month Target 2.1	Improve percentage of top two bands in NAPLAN at year 3; • Numeracy to 26% • Reading to 36% • Writing to 49%
12 Month Target 2.2	Improve percentage of top two bands in NAPLAN at year 5; • Numeracy to 18% • Reading to 27% • Writing to 14%

12 Month Target 2.3	Improve the percentage of positive responses on school climate module of the Staff Survey for the following factors: Teacher collaboration 70% Guaranteed and viable curriculum 73% Academic emphasis 55%
12 Month Target 2.4	To ensure that we are meeting average recommended growth targets in PATR and PATM
KIS 1 Curriculum planning and assessment	Document and embed a sequential curriculum.
Actions	Curriculum team to; receive support from Network curriculum leaders and teaching partners to support curriculum development develop 4 layers of curriculum ensure curriculum is aligned closely to the Victorian curriculum Consider links to EAL continuum Develop authentic learning experiences by aligning our tasks to student need and assessment pieces to the VC ensure the community has knowledge of our school's curriculum
Outcomes	Leaders will: have clear knowledge of the Victorian Curriculum to support staff in their understanding at the planning level Teachers will: plan and align documentation to the Victorian Curriculum and provide teaching and learning tasks which are targeted at point of student need Students will: have a clear understanding of their learning goals and their next stage of learning The community will: have an understanding of the school's curriculum through the many opportunities provided at the school.
Success Indicators	All layers of curriculum documentation will have the VC embedded including content descriptions, achievement standards and consideration of learning progressions Closer alignment between teacher judgement and NAPLAN measures Teachers to have evidence of curriculum knowledge through PDP cycle

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Have curriculum meetings with department curriculum (EIL) experts to support school curriculum documentation and receive and act upon feedback	☑ Assistant Principal ☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1	$30,000.00

	☑ Leadership Team ☑ Leading Teacher(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders		to: Term 2	☑ Equity funding will be used
Monitor curriculum development at all levels through PLC feedback loops, curriculum data conversations and PDPs	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Develop rigor with regard task authenticity through moderation and auditing current activities in the aim to improve student learning and engagement	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Provide opportunities for the community to engage in the school to expose them to curriculum and student learning	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
KIS 2 Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy.			
Actions	School to employ senior research fellow to support professional learning with regard to implementing an evidence-based pedagogical model 'Dialogic Approach' in classroom practice across all curriculum areas Curriculum leaders to disseminate and emphasize dialogic approaches in all planning sessions and ensure delivery into classroom practice Develop teaching and learning handbook to support shared understanding of teaching approaches and beliefs			

	Implement best practice from Leading Literacy Consider the engagement in Leading Mathematics Use key resources such as Literacy and Numeracy Toolkits as evidence-based resources to support teaching and learning EAL coordinator to engage in department EAL initiatives and professional learning Further emphasis on EAL curriculum and best-researched practice Teaching and learning teams supported by LT/LS will develop precision in PLCs, using data and develop capacity in best-researched practice Peer feedback loops to support building capacity and consistency of practice Weekly learning walks by leaders to monitor consistency of planning and practice
Outcomes	Leaders will; develop documentation which outlines our teaching and learning model 'how we teach at Homestead' develop an organisational structure and timeline which support PLCs utilise human resources (LTs/LS) to support planning teams lead AIPAT and a key body to drive the AIP disseminated professional learning with regard to the pedagogical model, best practice of literacy/numeracy and PLC training provide schedules for feedback loops attend network / regional meeting and disseminate relevant information buffer distractions for emphasis on teaching and learning provide a positive climate for learning with an emphasis on teaching and learning Teachers will; develop and implement their practice focusing on explicit instruction underpinned by a dialogic approach to support all learners, create collaboration and extend student's learning in all areas of the curriculum. have a shared understanding and apply the teaching and learning handbook in practice build capacity in working in a PLC participate in feedback loops and act upon feedback provide a positive climate for learning Students will: develop the ability to interact in a dialogic classroom community, develop their vocabulary and have their thinking challenged. have an understanding as to the types of practices teachers implement to support learning have the opportunity to develop and have clarity as to their learning goals have a greater opportunity to feel connected to their school through leadership and feedback opportunities

Success Indicators	Success Indicators; an increase in collaboration of purposeful talk in the classroom evidence of improved practice understanding in curriculum planning an indication of improved teacher capacity through feedback loops increase academic achievement in students through data sets Improved use of student vocabulary in classroom conversation and writing Teachers gathering evidence of improved practice in their PDPs

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning on curriculum days and during the year focused on a dialogic approach to classroom instruction	☑ Learning Specialist(s) ☑ PLC Leaders ☑ Principal ☑ School Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used
Team specific professional learning supported by Julie Hamston to implement a dialogic approach to classroom practice	☑ Curriculum Co-ordinator (s) ☑ Education Support ☑ KLA Leader ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Observation feedback loops and PDP related to the implementation of the dialogic pedagogical model	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1	$20,000.00

		☑ Learning Specialist(s) ☑ Teacher(s)		to: Term 4	☑ Equity funding will be used

KIS 3 Building practice excellence	Embed the PLC culture within the school.
Actions	The school will continue with improvement cycles at team planning SIT / AIPAT will be involved in PLC training using this as a vehicle to lead school improvement Team leaders will continue to drive PLC at the team level School is involved in PLC training with DET The leadership team is attached to Network PLC CoP model PLCs at all levels of the school
Outcomes	Leaders will; completed PLC training (DET) provide an organisational structure and professional development which supports PLC implementation monitor progress of PLC through PDP be members of SIT/AIPAT and use the PLC model to drive improvements in School Climate Teachers will; use improvement cycles to plan target differentiated learning use Problems of Practice and document at the team level to indicate growth in teachers and students will be members of SIT and use the PLC model to drive improvements in School Climate Students will; achieve high growth in Literacy and Numeracy show positive responses in ATSS
Success Indicators	Increased student performance indicated in school-based data sets, Data walls indicating student growth, PAT Maths & Reading showing longitudinal growth, students indicating growth in F&P benchmarking, students showing growth in math topics through Essential Assessment improved precision in PLC indicated by AAs Documented evidence of Improvement Cycles and PoP Improved teacher capacity indicated in teacher PDP mid and end cycle

Activities and Milestones	Who	Is this a PL Priority	When	Budget
2019 SIT formed and to have a clear focus, set actions and goals	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Teams to monitor student data sets which will inform PLC	☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
PDPs to focus on evaluating teacher capacity and development in effective PLC culture	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
SIT to develop learning course around PLC professional development for staff	☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$40,000.00 ☑ Equity funding will be used
Visiting network PLC schools to observe	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$15,000.00 ☑ Equity funding will be used

Teams to develop and address problems of practice during weekly PLC meetings	☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used

KIS 4 Curriculum planning and assessment	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.			
Actions	Embed a culture of PLC at all levels of team planning Ensure consistent modes of assessment across the school Data walls used as a mode of assessment to monitor progress Further development of formative assessments Greater moderation of student work samples Ensuring an embedded assessment schedule			
Outcomes	Leaders will; use whole school data sets to monitor student growth and to place resourcing Teachers will; apply PoP at PLC and action classroom practice develop the capacity in applying assessment to practice have a deep level understanding of their student ZPD and continuums of learning apply formative assessments as a regular practice apply differentiated collaborative groups to support instruction Students will: have an an understanding of their learning goals and where to next have further agency in their learning			
Success Indicators	Data walls showing growth throughout the year Pre Post assessments indicating student growth PATr and PATm as longitudinal measures to monitor student growth PDPs indicating growth in teacher capacity in using data sets to apply teaching interventions AAs indicating PLC with greater precision NAPLAN relative growth shifting			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Documented Assessment schedule	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Organisational design to support PLC	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used
Middle leaders having the ability to lead a PLC	☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$90,000.00 ☑ Equity funding will be used
Develop a data literate staff	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used
Consistent data monitoring and collection	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$765,000.00	$765,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$765,000.00	$765,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Introduce PLC / AIPAT, use AIPAT / PLC as a vehicle to drive school improvement in Student Voice and Agency.	from: Term 1 to: Term 4		$50,000.00	$50,000.00
School improvement team focusing on professional development around the implementation of PLCs	from: Term 1 to: Term 4		$40,000.00	$40,000.00
Whole staff & student professional development around student voice and agency	from: Term 1 to: Term 4		$30,000.00	$30,000.00
Teacher peer observations in cohorts	from: Term 1 to: Term 4		$5,000.00	$5,000.00

Have curriculum meetings with department curriculum (EIL) experts to support school curriculum documentation and receive and act upon feedback	from: Term 1 to: Term 2		$30,000.00	$30,000.00
Monitor curriculum development at all levels through PLC feedback loops, curriculum data conversations and PDPs	from: Term 1 to: Term 4		$20,000.00	$20,000.00
Develop rigor with regard task authenticity through moderation and auditing current activities in the aim to improve student learning and engagement	from: Term 1 to: Term 4		$20,000.00	$20,000.00
Provide opportunities for the community to engage in the school to expose them to curriculum and student learning	from: Term 1 to: Term 4		$15,000.00	$15,000.00
Professional Learning on curriculum days and during the year focused on a dialogic approach to classroom instruction	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$80,000.00	$80,000.00
Team specific professional learning supported by Julie Hamston to implement a dialogic approach to classroom practice	from: Term 1 to: Term 4		$30,000.00	$30,000.00
Observation feedback loops and PDP related to the implementation of the dialogic pedagogical model	from: Term 1 to: Term 4		$20,000.00	$20,000.00
2019 SIT formed and to have a clear focus, set actions and goals	from: Term 1	☑ School-based staffing	$100,000.00	$100,000.00

	to: Term 4	☑ Teaching and learning programs and resources ☑ CRT		
Teams to monitor student data sets which will inform PLC	from: Term 1 to: Term 4		$30,000.00	$30,000.00
PDPs to focus on evaluating teacher capacity and development in effective PLC culture	from: Term 1 to: Term 4		$20,000.00	$20,000.00
SIT to develop learning course around PLC professional development for staff	from: Term 2 to: Term 4		$40,000.00	$40,000.00
Visiting network PLC schools to observe	from: Term 3 to: Term 4		$15,000.00	$15,000.00
Teams to develop and address problems of practice during weekly PLC meetings	from: Term 1 to: Term 4		$40,000.00	$40,000.00
Documented Assessment schedule	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT	$20,000.00	$20,000.00
Organisational design to support PLC	from: Term 1		$10,000.00	$10,000.00

	to: Term 2			
Middle leaders having the ability to lead a PLC	from: Term 1 to: Term 4		$90,000.00	$90,000.00
Develop a data literate staff	from: Term 1 to: Term 4		$40,000.00	$40,000.00
Consistent data monitoring and collection	from: Term 1 to: Term 4		$20,000.00	$20,000.00
Totals			$765,000.00	$765,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Introduce PLC / AIPAT, use AIPAT / PLC as a vehicle to drive school improvement in Student Voice and Agency.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources DET PLC	☑ On-site
Student voice team working with evidence based readings and research	☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
School improvement team focusing on professional development around the implementation of PLCs	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ Off-site PLC Initiative
Whole staff & student professional development around student voice and agency	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Amplify	☑ On-site

Professional reading around "Amplify"	☑ All Staff	from: Term 1 to: Term 4	☑ Preparation ☑ Moderated assessment of student learning	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Amplify	☑ On-site
Teacher peer observations in cohorts	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Departmental resources Peer observation , feedback and reflection	☑ On-site
Have curriculum meetings with department curriculum (EIL) experts to support school curriculum documentation and receive and act upon feedback	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders	from: Term 1 to: Term 2	☑ Preparation ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Timetabled Planning Day	☑ SEIL ☑ Literacy expertise ☑ School improvement partnerships ☑ Literacy Leaders	☑ On-site

Professional Learning on curriculum days and during the year focused on a dialogic approach to classroom instruction	☑ Learning Specialist(s) ☑ PLC Leaders ☑ Principal ☑ School Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ External consultants Dr Julie Hamston - Senior fellow at UoM providing support developing our pedagogical model of dialogic inquiry	☑ On-site
Team specific professional learning supported by Julie Hamston to implement a dialogic approach to classroom practice	☑ Curriculum Co-ordinator (s) ☑ Education Support ☑ KLA Leader ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised Reflection ☑ Demonstration lessons	☑ Timetabled Planning Day ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Dr Julie Hamston - Senior fellow at UoM providing support developing our pedagogical model of dialogic inquiry	☑ On-site

Observation feedback loops and PDP related to the implementation of the dialogic pedagogical model	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Departmental resources Peer observation , feedback and reflection	☑ On-site
2019 SIT formed and to have a clear focus, set actions and goals	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources PLC training	☑ On-site
Teams to monitor student data sets which will inform PLC	☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site

PDPs to focus on evaluating teacher capacity and development in effective PLC culture	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
SIT to develop learning course around PLC professional development for staff	☑ School Improvement Team	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Visiting network PLC schools to observe	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Timetabled Planning Day ☑ Network Professional Learning	☑ PLC Initiative ☑ Internal staff	☑ Off-site TBA
Teams to develop and address problems of practice during weekly PLC meetings	☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Documented Assessment schedule	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Organisational design to support PLC	☑ School Improvement Team	from: Term 1 to: Term 2	☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Middle leaders having the ability to lead a PLC	☑ PLT Leaders	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Departmental resources Effective PLCs	☑ Off-site PLC initiative
Develop a data literate staff	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site