

# 2019 Annual Implementation Plan

## for improving student outcomes

Clyde Primary School (3664)



Submitted for review by Michelle Mackenlay (School Principal) on 29 December, 2018 at 05:36 PM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 28 January, 2019 at 03:08 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	The School Review this year confirmed we had used 2018 to put in place structures for teacher professional learning and curriculum documentation to improve student outcomes. Professional Learning Teams continue to be embedded in the culture of our school, with teachers working collaboratively to develop their practice and use data to measure impact on student learning. A strong focus of curriculum development has been the first year of implementation of our whole school instructional models in 2018, for Literacy and Numeracy.
<b>Considerations for 2020</b>	The whole school instructional models were first implemented in 2018, there is a need to further refine the models and ensure consistency of implementation and understanding by teaching staff. This work will be lead by the school's 2019 Leadership Team. Professional learning will be provided to staff to ensure high impact teaching strategies are being used effectively and that student learning outcomes are improving. There will be an increase in new teaching staff, as well as the number of Professional Learning Teams increasing across the school. Induction, leadership and professional learning will be important features of driving school improvement. Continued focus will be on teachers use data to intervene in student

	learning to ensure all students are making high levels of growth. A strong focus of 2019 will be on Reading, with the school participating in a Communities of Practice to enhance student learning.
<b>Documents that support this plan</b>	Clyde Primary School - Review Report.docx (0.2 MB)

Draft

## 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 learning growth for all students in Literacy and Numeracy.	Yes	<p>BY 2022, the percentage of students in Year 5 in the top two bands of NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 40% in Reading</li> <li>- at or above 25% in Writing</li> <li>- at or above 30% in Numeracy</li> </ul> <p>By 2022, the percentage of students in Year 3 in the top two bands of NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 60% in Reading</li> <li>- at or above 50% in Writing</li> <li>- at or above 40% in Numeracy</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the proportion of Year 5 students in the top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>- In Reading from 28% to 35%</li> <li>- In Writing from 6% to 10%</li> <li>- In Numeracy from 15% to 20%</li> </ul> <p>Increase the proportion of Year 3 students in the top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>- In Reading from 43% to 50%</li> <li>- In Writing from 33% to 40%</li> <li>- In Numeracy from 26 to 30%</li> </ul>
		<p>By 2022, the percentage of students making high relative growth in NAPLAN will increase to:</p>	<p>Increase the percentage of students achieving high relative growth for:</p> <ul style="list-style-type: none"> <li>- Reading from 18% to 20%</li> </ul>

		<ul style="list-style-type: none"> <li>- at or above 25% in Reading</li> <li>- at or above 25% in Writing</li> <li>- at or above 25% in Numeracy</li> </ul> <p>By 2022 the percentage of students in Year 5 making low relative growth will decrease to:</p> <ul style="list-style-type: none"> <li>- at or below 25% in Reading</li> <li>- at or below 25% in Writing</li> <li>- at or below 25% in Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>- Writing from 10% to 15%</li> <li>- Numeracy from 5% to 10%</li> </ul>
		<p>To achieve an 80%+ match rate between teacher judgement data and NAPLAN in Reading, Writing and Numeracy.</p>	<p>To achieve a 70%+ match rate between teacher judgement data and NAPLAN in Reading, Writing and Numeracy.</p>
		<p>By 2022, increase the percentage endorsement on the School Staff Survey for Collective Efficacy to at or above 75% and Academic Emphasis to at or above 80%.</p> <p>By 2022, increase the overall percentage positive response on the Attitudes to School Survey for the domain Student Voice and Agency to at or above 75%.</p>	<p>Improve percentage endorsement in the Staff Survey for:</p> <ul style="list-style-type: none"> <li>- Academic emphasis from 61% to 70%</li> </ul> <p>Improve percentage endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Effective Teaching from 79% to above 80%</li> </ul>

		By 2022, increase the percentage endorsement on the Parent Opinion Survey for Effective Teaching to at or above 85% and Student Agency and Voice to at or above 85%.	
		<p>By 2022 increase the percentage endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- School Leadership to at or above 85%</li> <li>- Collective Efficacy to at or above 75%</li> <li>- Collective Responsibility to at or above 90%</li> <li>- Teacher Collaboration to at or above 80%</li> </ul>	<p>Increase the percentage endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- School Leadership (overall module) to at or above 75%.</li> <li>- Collective efficacy to at or above 68%</li> <li>- Professional learning (overall module) to at or above 80%.</li> </ul>
		<p>By 2022, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>- High Expectations for Success to at or above 90%</li> <li>- Stimulated Learning to at or above 90%</li> <li>- Learning Confidence to at or above 90%</li> </ul>	<p>Increase the percentage endorsement in the AToSS for:</p> <ul style="list-style-type: none"> <li>- Stimulated learning from 87% to 90%</li> <li>- Learning confidence from 83% to 90%</li> <li>- Student voice and agency from 66% to 75%</li> <li>- Effective teaching time from 86% to 90%</li> </ul>
		<p>By 2022, increase the percentage endorsement on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Teacher Communication to at or above 85%</li> </ul>	<p>Increase the percentage endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Teacher Communication from 76% to 80%</li> </ul>

		<ul style="list-style-type: none"> <li>- School Improvement to at or above 85%</li> <li>- General Satisfaction to at or above 85%</li> </ul>	<ul style="list-style-type: none"> <li>- School Improvement from 78% to 80%</li> <li>- General Satisfaction from 79% to 83%</li> </ul>
--	--	--	--

<b>Goal 1</b>	To improve learning growth for all students in Literacy and Numeracy.
<b>12 Month Target 1.1</b>	<p>Increase the proportion of Year 5 students in the top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>- In Reading from 28% to 35%</li> <li>- In Writing from 6% to 10%</li> <li>- In Numeracy from 15% to 20%</li> </ul> <p>Increase the proportion of Year 3 students in the top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>- In Reading from 43% to 50%</li> <li>- In Writing from 33% to 40%</li> <li>- In Numeracy from 26 to 30%</li> </ul>
<b>12 Month Target 1.2</b>	<p>Increase the percentage of students achieving high relative growth for:</p> <ul style="list-style-type: none"> <li>- Reading from 18% to 20%</li> <li>- Writing from 10% to 15%</li> <li>- Numeracy from 5% to 10%</li> </ul>
<b>12 Month Target 1.3</b>	To achieve a 70%+ match rate between teacher judgement data and NAPLAN in Reading, Writing and Numeracy.
<b>12 Month Target 1.4</b>	<p>Improve percentage endorsement in the Staff Survey for:</p> <ul style="list-style-type: none"> <li>- Academic emphasis from 61% to 70%</li> </ul>



	Improve percentage endorsement in the Parent Opinion Survey for: - Effective Teaching from 79% to above 80%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build capacity for teachers to enact high impact, evidence-based pedagogical practices.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Enhance the relationship between the curriculum standards, learning goals, learning activities and assessment strategies.	No
<b>KIS 3</b> Empowering students and building school pride	Establish formal avenues for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The School Review in 2018 and trends in NAPLAN data indicated the need for continued focus on every students' learning growth, across all areas of literacy and numeracy. Whole school instructional models were introduced in 2018, in Literacy and Numeracy, however it is too early to see the impact of these practices on our school data. With a growing student and staffing population, the provision of structured whole school professional learning to support the consistent implementation of instructional practices will be a priority.	
<b>Goal 2</b>	To build professional leadership to improve student learning outcomes.	
<b>12 Month Target 2.1</b>	Increase the percentage endorsement on the School Staff Survey for: - School Leadership (overall module) to at or above 75%.	

	<ul style="list-style-type: none"> <li>- Collective efficacy to at or above 68%</li> <li>- Professional learning (overall module) to at or above 80%.</li> </ul>	
<b>12 Month Target 2.2</b>	<p>Increase the percentage endorsement in the AToSS for:</p> <ul style="list-style-type: none"> <li>- Stimulated learning from 87% to 90%</li> <li>- Learning confidence from 83% to 90%</li> <li>- Student voice and agency from 66% to 75%</li> <li>- Effective teaching time from 86% to 90%</li> </ul>	
<b>12 Month Target 2.3</b>	<p>Increase the percentage endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Teacher Communication from 76% to 80%</li> <li>- School Improvement from 78% to 80%</li> <li>- General Satisfaction from 79% to 83%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building leadership teams	Enhance the culture of review, reflection, responsibility and shared accountability for school improvement.	No
<b>KIS 2</b> Building leadership teams	Build leadership capacity, including distributed leadership, to achieve school improvement.	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.	This is the first year of the school's new SSP (2019-2022). School leadership is an important factor in driving school improvement, and with a relatively new Leadership Team in 2019, including the introduction of a new Leading Teacher and 2 Learning Specialists and a rapidly growing student population, it will be important to achieve a distributed model of leadership to improve student outcomes. This will be done by building the capacity of all school leaders. To improve student learning outcomes, strong emphasis will be placed on building pedagogical knowledge and practices of all staff, through a strong and effective leadership team.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve learning growth for all students in Literacy and Numeracy.
<b>12 Month Target 1.1</b>	<p>Increase the proportion of Year 5 students in the top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>- In Reading from 28% to 35%</li> <li>- In Writing from 6% to 10%</li> <li>- In Numeracy from 15% to 20%</li> </ul> <p>Increase the proportion of Year 3 students in the top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>- In Reading from 43% to 50%</li> <li>- In Writing from 33% to 40%</li> <li>- In Numeracy from 26 to 30%</li> </ul>
<b>12 Month Target 1.2</b>	<p>Increase the percentage of students achieving high relative growth for:</p> <ul style="list-style-type: none"> <li>- Reading from 18% to 20%</li> <li>- Writing from 10% to 15%</li> <li>- Numeracy from 5% to 10%</li> </ul>
<b>12 Month Target 1.3</b>	To achieve a 70%+ match rate between teacher judgement data and NAPLAN in Reading, Writing and Numeracy.
<b>12 Month Target 1.4</b>	<p>Improve percentage endorsement in the Staff Survey for:</p> <ul style="list-style-type: none"> <li>- Academic emphasis from 61% to 70%</li> </ul> <p>Improve percentage endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Effective Teaching from 79% to above 80%</li> </ul>

<b>KIS 1</b> Building practice excellence	Build capacity for teachers to enact high impact, evidence-based pedagogical practices.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop a collective understanding of the high impact teaching strategies (HITS).</li> <li>2. Develop teacher knowledge and capacity to select and integrate HITS into the school's Literacy and Numeracy practices and pedagogical models.</li> <li>3. Develop teacher knowledge and capacity in teaching Reading and Numeracy by using student learning growth data and feedback to review and preference appropriate HITS.</li> </ol>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Teachers have a shared knowledge and understanding of the high impact teaching strategies HITS</li> <li>• Teachers have a shared language to describe the HITS</li> <li>• All Reading, Writing and Numeracy planning documents reflect the HITS</li> <li>• All teachers are confidently integrating HITS in Reading, Writing and Numeracy.</li> <li>• Instructional practices in Reading, Writing and Numeracy are more consistent and evidence-based.</li> <li>• Students are experiencing less variation in instructional practices</li> <li>• Student feedback and learning growth data is being used to measure impact of practice</li> <li>• Student feedback and learning growth data is being used to inform practice refinements</li> <li>• Students are actively engaged and confident learners</li> <li>• Students are experiencing increased learning gains in Reading, Writing and Numeracy.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Higher proficiency levels against the HITS developmental continua</li> <li>• Percentage of teacher involvement in peer observations or feedback sessions</li> <li>• Reading, Writing and Numeracy planning documents reflecting the HITS being used</li> <li>• Learning walks showing evidence of the HITS in Reading, Writing and Numeracy</li> <li>• Increased use of Reading, Writing and Numeracy assessment rubrics by teachers and students and visible in classrooms (HITS 1, 2, 3, 8, 9)</li> <li>• Increased volume and range of student feedback used to improve teaching and learning in Reading, Writing and Numeracy.</li> <li>• Higher percentage of student agreement to AToSS factors: Student Voice and Agency, Stimulated Learning, Effective Teaching Time and Learning Confidence</li> <li>• Higher percentage of staff agreement to SSS factor: Academic Emphasis</li> <li>• Increased student learning growth in Reading, Writing and Numeracy as indicated by progress along assessment rubrics</li> <li>• Achievement of teachers' PDP goal/strategy associated with Reading.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Measure proficiency against the HITS developmental continuum.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Utilise HITS proficiency levels to identify foci for Performance and Development Plans and professional learning foci for Reading and Numeracy	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Include identified HITS professional learning in the Whole School Professional Learning and Development Plan.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Utilise proficiency data to provide differentiated professional learning, including peer observations and coaching.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
View AITSL videos and participate in peer observations.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Monitor PDP goals.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Monitor and refine Reading and Numeracy instructional practices as appropriate.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Include HITS in Reading and Numeracy planning documents	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Seek weekly student feedback in relation to Reading and Numeracy strategies using surveys or exit cards.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Analyse and evaluate teaching practices in Reading and Numeracy, using student feedback and student achievement data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Ensure fit for purpose assessments are used to collect student achievement data in Reading and Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Co-develop success criteria and assessment rubrics to enable teachers and students to make consistent judgements about learning progress in Reading and Numeracy.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participation Network Leading literacy and/or Network Community of Practice in Reading and Literacy	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Improving staff data literacy particularly in relation to Naplan but also in whole staff ownership of the data.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Utilising a staged process for Naplan preparation, including use of Item Analysis and Writing Rubric	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build professional leadership to improve student learning outcomes.			
<b>12 Month Target 2.1</b>	Increase the percentage endorsement on the School Staff Survey for: - School Leadership (overall module) to at or above 75%. - Collective efficacy to at or above 68% - Professional learning (overall module) to at or above 80%.			
<b>12 Month Target 2.2</b>	Increase the percentage endorsement in the AToSS for: - Stimulated learning from 87% to 90% - Learning confidence from 83% to 90% - Student voice and agency from 66% to 75%			

	- Effective teaching time from 86% to 90%
<b>12 Month Target 2.3</b>	Increase the percentage endorsement in the Parent Opinion Survey for: - Teacher Communication from 76% to 80% - School Improvement from 78% to 80% - General Satisfaction from 79% to 83%
<b>KIS 1</b> Building leadership teams	Build leadership capacity, including distributed leadership, to achieve school improvement.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop a shared understanding of school improvement initiatives.</li> <li>2. Develop school leaders' capacity to lead and support professional learning that will enable teachers to develop, review or practice learning and teaching strategies for Reading, Writing and Numeracy.</li> <li>3. Develop school leaders' capabilities to implement, monitor and refine improvement initiatives to improve student learning outcomes in Literacy and Numeracy.</li> </ol>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Whole-school curriculum planning and practice reflect the SSP, the AIP and school improvement initiatives.</li> <li>• Data, feedback and evidence is used to monitor progress and adjust strategies.</li> <li>• School leaders are leading evidenced based professional learning in Reading, Writing and Numeracy.</li> <li>• Professional learning strategies are aligned with and support identified school improvement initiatives.</li> <li>• Professional learning needs are identified by students' learning needs, via data and feedback.</li> <li>• Professional learning incorporates different approaches and multiple sources of feedback to teachers.</li> <li>• Leaders are providing regular feedback to teachers, to support them to grow and improve.</li> <li>• Instructional practices reflect evidenced based professional learning in Reading, Writing and Numeracy.</li> <li>• Professional learning activities are improving instructional practices in Reading, Writing and Numeracy.</li> <li>• Students are experiencing increased learning gains in Reading, Writing and Numeracy.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Roles and responsibilities are documented for all members of the Leadership Team.</li> <li>• Higher percentage of staff agreement to the SSS module: Professional Learning and School Leadership.</li> <li>• Higher proficiency levels against the PLC Maturity Matrix.</li> <li>• Higher proficiency levels against the FISO Continua of Practice: Building Leadership Teams</li> <li>• The School Improvement Team observes achievement towards the AIP goals and targets.</li> <li>• Higher percentage of parent agreement on Parent Opinion Survey factor: Focus on School Improvement.</li> </ul>



Activities and Milestones	Who	Is this a PL Priority	When	Budget
Outline and document clear individual and collective roles and responsibilities for the Leadership Team.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Monitor leader's implementation plans.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Promote school improvement initiatives in Reading and Numeracy across the school community.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Involve aspirant leaders and teachers in goal monitoring through SIT and Leadership meetings.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop formal and informal processes for students to contribute their views on school organisation and elements of teaching and learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide opportunities for aspirant leaders to build their capabilities in leading school improvement e.g. coaching, feedback, mentoring, problems of practice, professional development.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$30,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Analyse student learning data to measure impact of teaching programs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Review and improve the Peer Observation and Learning Walks program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Create processes and procedures to enable use of the Improvement Cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)  <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
Problems of practice are discussed at Leadership meetings to build leader's capacity.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)  <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Sharing of implementation plans at Leadership meetings for peer feedback.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Regular use of the Continua of Practice to identify areas of practice embedded and areas requiring attention.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Building leadership team capability through BASTOW programs e.g. High Impact Leadership Teams	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Ensure highly visible line of sight of all leaders through a program of classroom visits, observations and learning walks	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Scaffold actions of the AIP into teacher and leader PDP plans.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$172,000.00	\$172,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$172,000.00</b>	<b>\$172,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Include identified HITS professional learning in the Whole School Professional Learning and Development Plan.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Utilise proficiency data to provide differentiated professional learning, including peer observations and coaching.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$50,000.00	\$50,000.00
View AITSL videos and participate in peer observations.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
Analyse and evaluate teaching practices in Reading and Numeracy, using student feedback and student	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$12,000.00	\$12,000.00

achievement data.	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Ensure fit for purpose assessments are used to collect student achievement data in Reading and Numeracy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Participation Network Leading literacy and/or Network Community of Practice in Reading and Literacy	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Develop formal and informal processes for students to contribute their views on school organisation and elements of teaching and learning.	from: Term 2 to: Term 4		\$10,000.00	\$10,000.00
Provide opportunities for aspirant leaders to build their capabilities in leading school improvement e.g. coaching, feedback, mentoring, problems of practice, professional development.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Building leadership team capability through BASTOW programs e.g. High Impact Leadership Teams	from: Term 2 to: Term 4		\$15,000.00	\$15,000.00
<b>Totals</b>			\$172,000.00	\$172,000.00

## 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
Measure proficiency against the HITS developmental continuum.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site
Utilise HITS proficiency levels to identify foci for Performance and Development Plans and professional learning foci for Reading and Numeracy	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site
Include identified HITS professional learning in the Whole School Professional Learning and Development Plan.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Lyn Watts	<input checked="" type="checkbox"/> On-site

Utilise proficiency data to provide differentiated professional learning, including peer observations and coaching.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
View AITSL videos and participate in peer observations.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Analyse and evaluate teaching practices in Reading and Numeracy, using student feedback and student achievement data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Ensure fit for purpose assessments are used to collect student achievement data in Reading and Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants  Lyn Watts	<input checked="" type="checkbox"/> On-site



Co-develop success criteria and assessment rubrics to enable teachers and students to make consistent judgements about learning progress in Reading and Numeracy.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participation Network Leading literacy and/or Network Community of Practice in Reading and Literacy	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network meetings
Improving staff data literacy particularly in relation to Naplan but also in whole staff ownership of the data.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Utilising a staged process for Naplan preparation, including use of Item Analysis and Writing Rubric	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Involve aspirant leaders and teachers in goal monitoring through SIT and Leadership meetings.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Provide opportunities for aspirant leaders to build their capabilities in leading school improvement e.g. coaching, feedback, mentoring, problems of practice, professional development.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants  Philippa Morrison	<input checked="" type="checkbox"/> On-site
Create processes and procedures to enable use of the Improvement Cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Problems of practice are discussed at Leadership meetings to build leader's capacity.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Building leadership team capability through BASTOW programs e.g. High Impact Leadership Teams	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site BASTOW