

# 2020 Annual Implementation Plan

## for improving student outcomes

Clyde Primary School (3664)



Submitted for review by Michelle Mackenlay (School Principal) on 18 December, 2019 at 09:35 PM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 16 January, 2020 at 09:58 AM  
Endorsed by Kerri Lightowler (School Council President) on 24 February, 2020 at 03:01 PM

## Self-evaluation Summary - 2020

	<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>	<p>Clyde Primary School has embedded a strong culture of Professional Learning Teams/Professional Learning Community. This has been driven by internal school staff including Learning Specialists and Leading Teachers. External staff from the Teaching Partners Initiative and DET PLC managers have supported this work. There has been a strong focus on High impact teaching strategies, which has led to identifying our next steps in refining our Instructional Model, assessment practices and professional learning needs.</p> <p>Student data analysis has been the forefront of improving student outcomes. The Leadership Team recieved support from the DET Data Coach to improve our analysis of student and whole school data. This has been closely linked to structuring and implementing a strong Intervention program. This along side teacher development has improved our NAPLAN and teacher judgement results.</p>
<b>Considerations for 2020</b>	<p>Throughout the extensive work around curriculum design and planning, data analysis and HITS, there has been regular recommendations to adapt our assessment practices and instructional models to improve learning for all students. An audit</p>

	of the school's curriculum plan will be the next step, as well as auditing and improving our assessment practices to attain more accurate student data, to inform teaching practice.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve learning growth for all students in Literacy and Numeracy.
<b>Target 1.1</b>	<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>
<b>Target 1.2</b>	<p>By 2022, the percentage of students making high relative growth in NAPLAN will increase to:</p> <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>
<b>Target 1.3</b>	To achieve an 80%+ match rate between teacher judgement data and NAPLAN in Reading, Writing and Numeracy.
<b>Target 1.4</b>	<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>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>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build capacity for teachers to enact high impact, evidence-based pedagogical practices.
<b>Key Improvement Strategy 1.b</b>	Enhance the relationship between the curriculum standards, learning goals, learning activities and assessment strategies.

Curriculum planning and assessment	
<b>Key Improvement Strategy 1.c</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.
<b>Goal 2</b>	To build professional leadership to improve student learning outcomes.
<b>Target 2.1</b>	<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>
<b>Target 2.2</b>	<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>
<b>Target 2.3</b>	By 2022, increase the percentage endorsement on the Parent Opinion Survey for:

	<ul style="list-style-type: none"> <li>- Teacher Communication to at or above 85%</li> <li>- School Improvement to at or above 85%</li> <li>- General Satisfaction to at or above 85%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building leadership teams	Enhance the culture of review, reflection, responsibility and shared accountability for school improvement.
<b>Key Improvement Strategy 2.b</b> Building leadership teams	Build leadership capacity, including distributed leadership, to achieve school improvement.



## 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 34% to 36%</li> <li>- In Writing from 12.5% to 16%</li> <li>- In Numeracy from 20.5% to 23%</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 maintain at least 56%</li> <li>- In Writing maintain at least 50%</li> <li>- In Numeracy from 29.6% to 33%</li> </ul>
		<p>By 2022, the percentage of students making high relative growth in NAPLAN will increase to:</p>	<p>Students making high relative growth in NAPLAN will maintain or increase to:</p> <ul style="list-style-type: none"> <li>- 25% in Reading</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>- 25% in Writing</li> <li>- 20% in Numeracy</li> </ul> <p>Students making low relative growth will decrease to:</p> <ul style="list-style-type: none"> <li>- Reading 30%</li> <li>- Writing 25%</li> <li>- Numeracy 27%</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 percentage match rate between Year 3 Teacher Judgement Expected Level to NAPLAN 2 middle bands:</p> <ul style="list-style-type: none"> <li>- In Reading to 60%</li> <li>- In Number to 70%</li> <li>- In Writing to 60%</li> </ul>
		<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>Increase endorsement on Staff Survey to:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy to 68% or above</li> <li>- Academic Emphasis to 70% or above</li> </ul> <p>Increase endorsement on AToSS to:</p> <ul style="list-style-type: none"> <li>- Student Voice and Agency to 70% or above</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%.	Increase endorsement on Parent Opinion Survey to: - Effective Teaching to 80% or above
To build professional leadership to improve student learning outcomes.	Yes	By 2022 increase the percentage endorsement on the School Staff Survey for:  - School Leadership to at or above 85%  - Collective Efficacy to at or above 75%  - Collective Responsibility to at or above 90%  - Teacher Collaboration to at or above 80%	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%.
		By 2022, increase the percentage positive response on the Attitudes to School Survey for:  - High Expectations for Success to at or above 90%  - Stimulated Learning to at or above 90%  - Learning Confidence to at or above 90%	Increase the percentage endorsement on the AToSS for: - High Expectations for Success at or above 90%  - Stimulated Learning to at or above 90%  - Learning Confidence to at or above 80%
		By 2022, increase the percentage endorsement on the Parent Opinion Survey for:  - Teacher Communication to at or above 85%	Increase the percentage endorsement on the Parent Opinion Survey for: - Teacher Communication to 75%

		<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 to 78%</li> <li>- General Satisfaction to 83%</li> </ul>
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<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 34% to 36%</li> <li>- In Writing from 12.5% to 16%</li> <li>- In Numeracy from 20.5% to 23%</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 maintain at least 56%</li> <li>- In Writing maintain at least 50%</li> <li>- In Numeracy from 29.6% to 33%</li> </ul>
<b>12 Month Target 1.2</b>	<p>Students making high relative growth in NAPLAN will maintain or increase to:</p> <ul style="list-style-type: none"> <li>- 25% in Reading</li> <li>- 25% in Writing</li> <li>- 20% in Numeracy</li> </ul> <p>Students making low relative growth will decrease to:</p> <ul style="list-style-type: none"> <li>- Reading 30%</li> <li>- Writing 25%</li> <li>- Numeracy 27%</li> </ul>
<b>12 Month Target 1.3</b>	<p>To achieve a percentage match rate between Year 3 Teacher Judgement Expected Level to NAPLAN 2 middle bands:</p> <ul style="list-style-type: none"> <li>- In Reading to 60%</li> <li>- In Number to 70%</li> <li>- In Writing to 60%</li> </ul>

<b>12 Month Target 1.4</b>	<p>Increase endorsement on Staff Survey to:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy to 68% or above</li> <li>- Academic Emphasis to 70% or above</li> </ul> <p>Increase endorsement on AToSS to:</p> <ul style="list-style-type: none"> <li>- Student Voice and Agency to 70% or above</li> </ul> <p>Increase endorsement on Parent Opinion Survey to:</p> <ul style="list-style-type: none"> <li>- Effective Teaching to 80% or above</li> </ul>	
<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.	No
<b>KIS 2</b> Curriculum planning and assessment	Enhance the relationship between the curriculum standards, learning goals, learning activities and assessment strategies.	Yes
<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.	A number of our 2019 AIP targets were met, with significant improvement in our 2019 NAPLAN data. In some cases our Four Year Strategic Targets were met in our first year of the SSP. This year will focus on maintaining and improving these results. Significant work was put into developing teacher professional practice through our Professional Learning Teams planning and analysing student data together., however this also highlighted a common theme with curriculum inconsistencies and ineffective use of assessment practices. Along with our self-evaluation against the FISO Continua of Practice we noted we have further work to do in developing our holsitic approach to curriculum, pedagogy and assessment. We have also identified gaps in our school's curriculum documentation and need more regular monitoring and evaluation.	
<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:	

	<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>	
<b>12 Month Target 2.2</b>	<p>Increase the percentage endorsement on the AToSS for:</p> <ul style="list-style-type: none"> <li>- High Expectations for Success at or above 90%</li> <li>- Stimulated Learning to at or above 90%</li> <li>- Learning Confidence to at or above 80%</li> </ul>	
<b>12 Month Target 2.3</b>	<p>Increase the percentage endorsement on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Teacher Communication to 75%</li> <li>- School Improvement to 78%</li> <li>- General Satisfaction 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 was a focus from our 2019 AIP, however our targets were not met, therefore progress towards our SSP goals was not achieved. By continuing this KIS for a second year we plan to improve our work in this area.	



## 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 34% to 36%</li> <li>- In Writing from 12.5% to 16%</li> <li>- In Numeracy from 20.5% to 23%</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 maintain at least 56%</li> <li>- In Writing maintain at least 50%</li> <li>- In Numeracy from 29.6% to 33%</li> </ul>
<b>12 Month Target 1.2</b>	<p>Students making high relative growth in NAPLAN will maintain or increase to:</p> <ul style="list-style-type: none"> <li>- 25% in Reading</li> <li>- 25% in Writing</li> <li>- 20% in Numeracy</li> </ul> <p>Students making low relative growth will decrease to:</p> <ul style="list-style-type: none"> <li>- Reading 30%</li> <li>- Writing 25%</li> <li>- Numeracy 27%</li> </ul>
<b>12 Month Target 1.3</b>	<p>To achieve a percentage match rate between Year 3 Teacher Judgement Expected Level to NAPLAN 2 middle bands:</p> <ul style="list-style-type: none"> <li>- In Reading to 60%</li> <li>- In Number to 70%</li> <li>- In Writing to 60%</li> </ul>
<b>12 Month Target 1.4</b>	<p>Increase endorsement on Staff Survey to:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy to 68% or above</li> <li>- Academic Emphasis to 70% or above</li> </ul> <p>Increase endorsement on AToSS to:</p> <ul style="list-style-type: none"> <li>- Student Voice and Agency to 70% or above</li> </ul>



	Increase endorsement on Parent Opinion Survey to: - Effective Teaching to 80% or above			
<b>KIS 1</b> Curriculum planning and assessment	Enhance the relationship between the curriculum standards, learning goals, learning activities and assessment strategies.			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Audit the school's curriculum plan and identify areas that need to be reviewed.</li> <li>2. Develop teacher knowledge and capacity in assessment 'of' and 'for' learning, using assessment maps and moderation.</li> <li>3. Develop approaches to evaluate and regularly monitor impact and effectiveness of teaching, learning and assessment strategies.</li> <li>4. Develop collective understanding of strategies integrated with a detailed sequential curriculum plan.</li> </ol>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Teachers have a shared knowledge and understanding the school's curriculum plan.</li> <li>• Teachers demonstrate consistency of teacher judgements of student learning.</li> <li>• Teachers consistently monitor and evaluate effectiveness and impact of teaching and learning</li> <li>• Teachers show evidence of their knowledge and use of the Gradual Release of Responsibility in their teaching practices.</li> <li>• Teachers use a sequential curriculum plan and integrate strategies to ensure personalised teaching and learning.</li> <li>• Student feedback and learning growth data is being used to measure impact of practice.</li> <li>• Students experience increased learning gains.</li> <li>• Students experience less variation in the curriculum content.</li> <li>• Leaders build knowledge and capacity within their curriculum teams.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Clearly defined curriculum plan</li> <li>• Revised curriculum planning documents used in all PLTs</li> <li>• Higher percentage of staff agreement to SSS factor: Teaching &amp; Learning (Evaluating overall).</li> <li>• Higher percentage of staff agreement to SSS factor: Understand Formative Assessment.</li> <li>• Increased student learning growth in Reading, Writing and Numeracy as indicated through assessment data.</li> <li>• Higher proficiency levels against the PLC Maturity Matrix.</li> <li>• Higher proficiency levels against the FISO Continua of Practice: Curriculum Planning and Assessment.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Refine whole school scope and sequence for each curriculum area	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create a pacing guide linked with the PLT and PLT schedule- to include year level/ whole school moderation.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop purposeful and effective assessment practices across the school.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop whole staff knowledge of Gradual Release of Responsibility model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement instructional coaching model to include a coaching and observations cycle.	<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	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Develop and implement whole school Tiered Intervention program.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review and update Instructional models.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)  <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00  <input checked="" 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 on the AToSS for: - High Expectations for Success at or above 90%  - Stimulated Learning to at or above 90%  - Learning Confidence to at or above 80%			
<b>12 Month Target 2.3</b>	Increase the percentage endorsement on the Parent Opinion Survey for: - Teacher Communication to 75% - School Improvement to 78% - General Satisfaction to 83%			
<b>KIS 1</b>	Build leadership capacity, including distributed leadership, to achieve school improvement.			

Building leadership teams				
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop school leader's capacity to lead and support professional learning that will enable teachers to improve their practice in English and Maths.</li> <li>2. Develop the capabilities of leaders to review and improve teaching, including observation, feedback and coaching</li> <li>3. Continue to develop a common language of the school's vision and values and improvement initiatives.</li> <li>4. Create challenging roles, responsibilities and opportunities for leaders that leverage and grow students in English and Maths.</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

Provide opportunities for aspirant leaders to build their capabilities in leading school improvement e.g. coaching, feedback, problems of practice, professional development.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create processes and procedures to enable use of the Improvement Cycle.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Analyse student learning data to measure impact of teaching programs.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$255,000.00	\$255,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$255,000.00</b>	<b>\$255,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Refine whole school scope and sequence for each curriculum area	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Develop purposeful and effective assessment practices across the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$25,000.00	\$25,000.00
Develop whole staff knowledge of Gradual Release of Responsibility model.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00

Develop and implement instructional coaching model to include a coaching and observations cycle.	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	\$60,000.00	\$60,000.00
Develop and implement whole school Tiered Intervention program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00
Review and update Instructional models.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
Provide opportunities for aspirant leaders to build their capabilities in leading school improvement e.g. coaching, feedback, 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	\$75,000.00	\$75,000.00
Analyse student learning data to measure impact of teaching programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
<b>Totals</b>			\$255,000.00	\$255,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	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
Refine whole school scope and sequence for each curriculum area	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop purposeful and effective assessment practices across the school.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop whole staff knowledge of Gradual	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site



Release of Responsibility model.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 2	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop and implement instructional coaching model to include a coaching and observations cycle.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop and implement whole school Tiered Intervention program.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review and update Instructional models.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Provide opportunities for aspirant leaders to build their capabilities in leading school improvement e.g. coaching, feedback, 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"/> 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"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site