

2020 Annual Implementation Plan

for improving student outcomes

Mount Waverley North Primary School (5430)



Submitted for review by Natalie Grieve (School Principal) on 18 November, 2019 at 03:23 PM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 13 December, 2019 at 02:14 PM
Endorsed by Bill Fitzpatrick (School Council President) on 19 December, 2019 at 12:16 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	The school has successfully grown and enhanced its operations to provide a high level of service to the community. Our reputation of excellence in teaching and learning within the community has continued to grow, providing us with a new Prep cohort of approx 57 students for 2020. ACARA recognition of our outstanding achievement in NAPLAN growth is testament to the rigour and purpose behind all areas of school improvement. Enhanced teaching practices, implementation of HITS, and continued drive for excellence underpins our success and will continue to place the school as the school of choice in the local area. The renewed focus on building leadership within the teaching team has provided opportunities for continual professional development and provides a culture of review, responsibility and shared accountability for school improvement.
Considerations for 2020	Having built practice excellence in areas of the Victorian Curriculum, the school's next priority is to now further evolve our practices focusing on the use of data to lift the top two bands in NAPLAN achievement, further develop middle leadership throughout the staff cohort to support the school's teacher capacity and high level functioning as a strategic organisation, support the capabilities of high-achieving students to reach their full potential, develop data literacy to improve teaching and

	learning, and further enhance, embed and evolve our practices, documentation and overall capacity to provide excellence in Literacy and Numeracy.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To optimise every student's outcomes (or growth) with a specific focus on Literacy and Numeracy.
Target 1.1	Improved student outcomes in NAPLAN growth from Years 3-5 in all areas, with Relative High Gain of 35% or higher in all Areas; Relative Low Gain of 15% or less in all areas.
Target 1.2	Each deemed capable student to make equal to or greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.
Target 1.3	Improve student performance in the top two bands of NAPLAN Reading, Writing and Numeracy to 60%.
Target 1.4	To increase the percentage of positive responses to student ATSS data in the areas of Sense of Confidence (Learning Confidence) and Motivation and Interest (Student Motivation) and maintain strong Third Quartile results.
Key Improvement Strategy 1.a Curriculum planning and assessment	Implement whole school approach to Literacy that includes consistent lesson structures and expectations, developing teacher knowledge and capacity in the teaching of Literacy.
Key Improvement Strategy 1.b Curriculum planning and assessment	Refine and implement the Mount Waverley North whole school instructional model, with further development of specific IM's for Reading, Spelling and Writing.
Key Improvement Strategy 1.c	Build teacher capacity to differentiate the teaching of Maths to cater for the needs of all learners.

Curriculum planning and assessment	
Key Improvement Strategy 1.d Curriculum planning and assessment	Effectively audit and implement the Victorian Curriculum to ensure that all students have access to a guaranteed and viable curriculum
Key Improvement Strategy 1.e Curriculum planning and assessment	Build the capacity of teachers to differentiate the curriculum to provide high-level opportunities and extension for students deemed capable.
Key Improvement Strategy 1.f Building practice excellence	Build teacher capacity to utilise High-Impact Teaching Strategies to engage students in their learning and increase learner confidence
Key Improvement Strategy 1.g Building practice excellence	Empower team leaders to support classroom teachers in developing high quality teaching and learning plans linked directly to student learning outcomes and progress in literacy and numeracy
Goal 2	To ensure all students are actively engaged in learning that is purposeful, deepens understanding, optimises opportunities and is present in all aspects of school life. (Changed in consultation with SEIL and Region).
Target 2.1	Improved scores on the student ATSS, achieving strong Third Quartile results for the areas of: -Motivation and Interest, -Stimulated Learning, -Learning Confidence, -Differentiated Learning Challenge.
Target 2.2	Improved scores on the Parent Opinion Survey, achieving strong Third Quartile results for the areas of:

	<ul style="list-style-type: none"> -Stimulating Learning Environment, -School Connectedness.
Target 2.3	<p>Improved scores on the Staff Opinion Survey for the areas of:</p> <ul style="list-style-type: none"> -Collective Efficacy -Collective Responsibility -Staff Trust in Colleagues -Collective Focus on Student Learning -Guaranteed and Viable Curriculum
Key Improvement Strategy 2.a Building practice excellence	Engage students with their learning through the implementation of a structured literacy and numeracy program and whole school curriculum plan.
Key Improvement Strategy 2.b Building practice excellence	Develop teacher capacity to provide students with the power to influence their learning through collaborative decision-making and action.
Key Improvement Strategy 2.c Building practice excellence	Review current whole school IM to consider and include HITS. Use updated model in planning and reflecting on collegiate peer observations of practice.
Goal 3	To increase the capacity of the school to function strategically as an effective organisation. (Changed in consultation with SEIL and Region).

Target 3.1	<p>Improved scores on the Staff Opinion Survey for the areas of:</p> <ul style="list-style-type: none"> -Professional Learning to Improve Practice -Collective Participation
Target 3.2	<p>Improved scores on the Parent Opinion Survey, achieving strong Third Quartile results for the areas of:</p> <ul style="list-style-type: none"> -General Satisfaction.
Key Improvement Strategy 3.a Building leadership teams	Supporting the development and capacity of leadership throughout the school
Goal 4	To develop resilient, problem-solving students with the capacity to be effective contributors to the broader and global communities.
Target 4.1	<p>By the delivery of a whole-school positive education approach to wellbeing, improved scores on the Student ATSS, achieving strong Third Quartile results for the areas of:</p> <ul style="list-style-type: none"> -Resilience -Sense of Connectedness -Student Voice and Agency -Experience of Non-Bullying

Key Improvement Strategy 4.a Building practice excellence	Revise current school wellbeing practices and programs to identify areas for development and enhancement
Key Improvement Strategy 4.b Building practice excellence	Develop an agreed whole school approach to Positive Education and student resilience to support student health and wellbeing

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To optimise every student's outcomes (or growth) with a specific focus on Literacy and Numeracy.	Yes	Improved student outcomes in NAPLAN growth from Years 3-5 in all areas, with Relative High Gain of 35% or higher in all Areas; Relative Low Gain of 15% or less in all areas.	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Students Outcomes in NAPLAN growth from Years 3-5: Relative High Gain</p> <p>HIGH GROWTH - Targets Reading: Retain above 35% Writing: Retain above 35% Numeracy: Retain above 35%</p> <p>LOW GROWTH - Targets Reading: Retain below 15% Writing: Retain below 15% Numeracy: Retain below 15%</p>
		Each deemed capable student to make equal to or greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.	Each deemed capable student to make equal to or greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.
		Improve student performance in the top two bands of NAPLAN Reading, Writing and Numeracy to 60%.	<p>Students performance in the top two bands of NAPLAN reading, writing and numeracy:</p> <p>YEAR 3 - Targets Reading: from 56% to 60%</p>

			<p>Writing: from 49% to 60%</p> <p>Numeracy: from 37% to 60%</p> <p>YEAR 5 - Targets</p> <p>Reading: from 38% to 50%</p> <p>Writing: from 26% to 50%</p> <p>Numeracy: from 33% to 60%</p>
		To increase the percentage of positive responses to student ATSS data in the areas of Sense of Confidence (Learning Confidence) and Motivation and Interest (Student Motivation) and maintain strong Third Quartile results.	<p>Percentage of Positive Responses in:</p> <p>Learning Confidence: Retain above 92%</p> <p>Motivation and Interest: Retain above 96%</p>
To ensure all students are actively engaged in learning that is purposeful, deepens understanding, optimises opportunities and is present in all aspects of school life. (Changed in consultation with SEIL and Region).	Yes	<p>Improved scores on the student ATSS, achieving strong Third Quartile results for the areas of:</p> <ul style="list-style-type: none"> -Motivation and Interest, -Stimulated Learning, -Learning Confidence, -Differentiated Learning Challenge. 	<p>Percentage of Positive Responses in:</p> <p>Motivation and Interest: Retain above 96%</p> <p>Stimulated Learning: Retain above 93%</p> <p>Learning Confidence: Retain above 92%</p> <p>Differentiated Learning Challenge: Retain above 95%</p>
		<p>Improved scores on the Parent Opinion Survey, achieving strong Third Quartile results for the areas of:</p> <ul style="list-style-type: none"> -Stimulating Learning Environment, 	<p>Percentage of Positive Responses in:</p> <p>Stimulating Learning Environment: Retain above 93%</p> <p>School Connectedness: retain above 94%</p>

		-School Connectedness.	
		<p>Improved scores on the Staff Opinion Survey for the areas of:</p> <ul style="list-style-type: none"> -Collective Efficacy -Collective Responsibility -Staff Trust in Colleagues -Collective Focus on Student Learning -Guaranteed and Viable Curriculum 	<p>Percentage of Positive Responses in:</p> <p>Collective Efficacy: from 89% to 92%</p> <p>Collective Responsibility: retain above 97%</p> <p>Staff Trust in Colleagues: retain above 98%</p> <p>Collective Focus on Student Learning: retain above 99%</p>
To increase the capacity of the school to function strategically as an effective organisation. (Changed in consultation with SEIL and Region).	Yes	<p>Improved scores on the Staff Opinion Survey for the areas of:</p> <ul style="list-style-type: none"> -Professional Learning to Improve Practice -Collective Participation 	<p>Percentage of Positive Responses in:</p> <p>Professional Learning to Improve Practice (Applicability of Professional Learning): Retain above 95%</p> <p>Collective Participation: Retain above 99%</p>
		<p>Improved scores on the Parent Opinion Survey, achieving strong Third Quartile results for the areas of:</p> <ul style="list-style-type: none"> -General Satisfaction. 	<p>Percentage of Positive Responses in:</p> <p>General Satisfaction: Retain at 100%</p>

To develop resilient, problem-solving students with the capacity to be effective contributors to the broader and global communities.	No	<p>By the delivery of a whole-school positive education approach to wellbeing, improved scores on the Student ATSS, achieving strong Third Quartile results for the areas of:</p> <ul style="list-style-type: none"> -Resilience -Sense of Connectedness -Student Voice and Agency -Experience of Non-Bullying 	
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Goal 1	To optimise every student's outcomes (or growth) with a specific focus on Literacy and Numeracy.
12 Month Target 1.1	<p>Students Outcomes in NAPLAN growth from Years 3-5: Relative High Gain</p> <p>HIGH GROWTH - Targets Reading: Retain above 35% Writing: Retain above 35% Numeracy: Retain above 35%</p> <p>LOW GROWTH - Targets Reading: Retain below 15% Writing: Retain below 15% Numeracy: Retain below 15%</p>
12 Month Target 1.2	Each deemed capable student to make equal to or greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.

12 Month Target 1.3	<p>Students performance in the top two bands of NAPLAN reading, writing and numeracy:</p> <p>YEAR 3 - Targets Reading: from 56% to 60% Writing: from 49% to 60% Numeracy: from 37% to 60%</p> <p>YEAR 5 - Targets Reading: from 38% to 50% Writing: from 26% to 50% Numeracy: from 33% to 60%</p>
12 Month Target 1.4	<p>Percentage of Positive Responses in:</p> <p>Learning Confidence: Retain above 92% Motivation and Interest: Retain above 96%</p>
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Implement whole school approach to Literacy that includes consistent lesson structures and expectations, developing teacher knowledge and capacity in the teaching of Literacy.
KIS 2 Curriculum planning and assessment	Refine and implement the Mount Waverley North whole school instructional model, with further development of specific IM's for Reading, Spelling and Writing.
KIS 3 Curriculum planning and assessment	Build teacher capacity to differentiate the teaching of Maths to cater for the needs of all learners.
KIS 4 Curriculum planning and assessment	Effectively audit and implement the Victorian Curriculum to ensure that all students have access to a guaranteed and viable curriculum
KIS 5 Curriculum planning and assessment	Build the capacity of teachers to differentiate the curriculum to provide high-level opportunities and extension for students deemed capable.

KIS 6 Building practice excellence	Build teacher capacity to utilise High-Impact Teaching Strategies to engage students in their learning and increase learner confidence	No
KIS 7 Building practice excellence	Empower team leaders to support classroom teachers in developing high quality teaching and learning plans linked directly to student learning outcomes and progress in literacy and numeracy	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.	Over the past two years, our relative growth data has been exceptional, with high numbers of students recording relative high growth, and low numbers of students recording relative low growth. After analysis of data, our students performance in the top two bands of NAPLAN (Reading, Writing & Numeracy) requires a refocusing of planning and practice to shift outcomes into the top two bands. Reflecting on our Strategic Plan goals in this area, along with self-evaluation against the FISO continua of practice, highlights the need to build practice excellence to optimise every student's outcomes in Literacy and Numeracy.	
Goal 2	To ensure all students are actively engaged in learning that is purposeful, deepens understanding, optimises opportunities and is present in all aspects of school life. (Changed in consultation with SEIL and Region).	
12 Month Target 2.1	Percentage of Positive Responses in: Motivation and Interest: Retain above 96% Stimulated Learning: Retain above 93% Learning Confidence: Retain above 92% Differentiated Learning Challenge: Retain above 95%	
12 Month Target 2.2	Percentage of Positive Responses in: Stimulating Learning Environment: Retain above 93% School Connectedness: retain above 94%	
12 Month Target 2.3	Percentage of Positive Responses in: Collective Efficacy: from 89% to 92% Collective Responsibility: retain above 97% Staff Trust in Colleagues: retain above 98% Collective Focus on Student Learning: retain above 99%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Engage students with their learning through the implementation of a structured literacy and numeracy program and whole school curriculum plan.	No
KIS 2 Building practice excellence	Develop teacher capacity to provide students with the power to influence their learning through collaborative decision-making and action.	No
KIS 3 Building practice excellence	Review current whole school IM to consider and include HITS. Use updated model in planning and reflecting on collegiate peer observations of practice.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Having created and refined the school Instructional Model over the past two years of the Strategic Plan, there is a need to continually evolve and include new initiatives, which have been implemented throughout the school. Student Voice and Learner Agency have highlighted the need for personalised learning goals, feedback and differentiated teaching to be synergistic with our IM, to raise student outcomes for all. With our Learning Specialists coaching for practice excellence, and the implementation of a strong Peer Observation culture for consistency and sharing of best practice, we look to further enhance the high level of current practices throughout the school.	
Goal 3	To increase the capacity of the school to function strategically as an effective organisation. (Changed in consultation with SEIL and Region).	
12 Month Target 3.1	Percentage of Positive Responses in: Professional Learning to Improve Practice (Applicability of Professional Learning): Retain above 95% Collective Participation: Retain above 99%	
12 Month Target 3.2	Percentage of Positive Responses in: General Satisfaction: Retain at 100%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Supporting the development and capacity of leadership throughout the school	Yes

Building leadership teams		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>With the school now functioning strategically as an effective organisation, with clear roles and responsibilities and collaborative culture, we now look to extend and develop the leadership capacities of staff throughout the school. With enhanced opportunities in 2020 of leadership roles, including Leading Teacher, Learning Specialist, High-Abilities Practice Leader, Literacy and Numeracy leaders, the need for further professional development and personal growth is essential for individuals to function at high levels of leadership and ensure the long-term success of the school overall.</p>	

Define Actions, Outcomes and Activities

Goal 1	To optimise every student's outcomes (or growth) with a specific focus on Literacy and Numeracy.
12 Month Target 1.1	<p>Students Outcomes in NAPLAN growth from Years 3-5: Relative High Gain</p> <p>HIGH GROWTH - Targets Reading: Retain above 35% Writing: Retain above 35% Numeracy: Retain above 35%</p> <p>LOW GROWTH - Targets Reading: Retain below 15% Writing: Retain below 15% Numeracy: Retain below 15%</p>
12 Month Target 1.2	Each deemed capable student to make equal to or greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.
12 Month Target 1.3	<p>Students performance in the top two bands of NAPLAN reading, writing and numeracy:</p> <p>YEAR 3 - Targets Reading: from 56% to 60% Writing: from 49% to 60% Numeracy: from 37% to 60%</p> <p>YEAR 5 - Targets Reading: from 38% to 50% Writing: from 26% to 50% Numeracy: from 33% to 60%</p>
12 Month Target 1.4	<p>Percentage of Positive Responses in:</p> <p>Learning Confidence: Retain above 92% Motivation and Interest: Retain above 96%</p>

KIS 1 Curriculum planning and assessment	Build the capacity of teachers to differentiate the curriculum to provide high-level opportunities and extension for students deemed capable.
Actions	<ul style="list-style-type: none"> -To provide professional learning in the area of data literacy to build the capacity of teachers to strategically plan, teach and assess to optimise student outcomes. -To provide professional learning in the area of differentiation, supported by the work of Leaders throughout the school, to provide high quality, evidence-based instruction to lift the performance of all students including those who are falling behind and those ahead of year-level expectations. -To appoint a High-Ability Practice Leader and have impact in their role to stretch our high-ability students to reach their potential and support all staff to support high-achieving students in their classrooms. -To appoint Literacy and Numeracy leaders, along with leaders of Practice and Data in these areas and to positively impact understanding, knowledge, skills and outcomes throughout the school.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -be able to apply the explicitly taught skills in everyday student work -be able to provide and receive high-quality peer-peer, feedback -be challenged appropriately at their individual point of need -be engaged in extension and support opportunities within the classroom -actively pursue appropriate challenges -be confident leading their own learning to maintain and develop their motivation and interests -perform with increased academic outcome with high numbers achieving in the top two bands of NAPLAN. <p>Teachers will:</p> <ul style="list-style-type: none"> -provide differentiated learning opportunities at individual points of need in Literacy and Numeracy. -engage in professional learning opportunities to develop capacity in the areas of data literacy and differentiation to deliver high quality teaching and learning. -adhere to whole school curriculum plans, scope and sequence documents and consistently collect, moderate and evaluate data. -have professional dialogue about impact of teaching on learning. -be supported by the Learning Specialists and High-Ability Performance Leader to cater for the needs of high-achieving students. -lead areas of curriculum to enhance data and practice to support increased academic outcomes for all students. <p>Leadership will:</p> <ul style="list-style-type: none"> -provide professional learning opportunities for all staff in the areas of data literacy and differentiation. -provide collegiate planning time for each team, as well as time for LT, LS, HAPL, Literacy and Numeracy leaders to engage in their respective roles. -align staff PDPs with school goals and priorities.

	-utilise experts outwith and within staff to build teacher capacity. -monitor whole school assessment data, as well as drive high-quality school moderation practices, in order to track student achievement and growth.			
Success Indicators	-Improvement in student outcomes with high performance in the top two bands, along with high levels of relative high growth maintained . -Increased teacher capacity in data literacy to influence planning, teaching and assessment practices. -Increased teacher capacity in the delivery of a differentiated curriculum, providing high-quality, evidence-based instruction. -Increased leadership within the staff to impact key areas of curriculum and school priorities resulting in improved student outcomes. -Students provided with high level opportunities, extension, as well as additional extra curricular opportunities with an academic focus			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
-To provide professional learning in the area of data literacy to build the capacity of teachers to strategically plan, teach and assess to optimise student outcomes.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
-To provide professional learning in the area of differentiation, supported by the work of Leaders throughout the school, to provide high quality, evidence-based instruction to lift the performance of all students including those who are falling behind and those ahead of year-level expectations.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-To appoint a High-Ability Practice Leader and have impact in their role to stretch our high-ability students to reach their potential and support all staff to support high-achieving students in their classrooms.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
-To appoint Literacy and Numeracy leaders, along with leaders of Practice and Data in these areas and to positively impact	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

understanding, knowledge, skills and outcomes throughout the school.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To ensure all students are actively engaged in learning that is purposeful, deepens understanding, optimises opportunities and is present in all aspects of school life. (Changed in consultation with SEIL and Region).			
12 Month Target 2.1	Percentage of Positive Responses in: Motivation and Interest: Retain above 96% Stimulated Learning: Retain above 93% Learning Confidence: Retain above 92% Differentiated Learning Challenge: Retain above 95%			
12 Month Target 2.2	Percentage of Positive Responses in: Stimulating Learning Environment: Retain above 93% School Connectedness: retain above 94%			
12 Month Target 2.3	Percentage of Positive Responses in: Collective Efficacy: from 89% to 92% Collective Responsibility: retain above 97% Staff Trust in Colleagues: retain above 98% Collective Focus on Student Learning: retain above 99%			
KIS 1 Building practice excellence	Review current whole school IM to consider and include HITS. Use updated model in planning and reflecting on collegiate peer observations of practice.			
Actions	<ul style="list-style-type: none"> -To refine the whole school Instructional Model, with the inclusion of authentic student voice and learner agency. -To ensure consistent implementation of the whole school Instructional Model through a common approach and collegial reflection and refinement of practice. -To provide a continued focus on the HITS of Goal Setting, Feedback and Differentiated Practice, through professional learning, peer observations, coaching and sharing of best practice. -To further develop the culture of sharing best practice through structured and meaningful peer observations with strategic focus linked to school priorities. 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none">-be engaged in high quality lessons which follow the whole school IM and provide consistency throughout all classrooms-be engaged in goal setting, feedback and differentiated learning opportunities to focus and enhance their learning outcomes-achieve high levels of academic achievement and high levels of high relative growth in Literacy and Numeracy-be confident leading their own learning to maintain and develop their motivation and interests-have high levels of engagement with the curriculum <p>Teachers will:</p> <ul style="list-style-type: none">-utilise high impact teaching strategies in all lessons to provide high quality teaching and learning-include HITS in planning documents and provide evidence of supported and extended activities-focus on implementing the IM fully within their practice providing a consistent approach to incorporating HITS-participate in professional learning opportunities to develop capacity to deliver high quality teaching and learning-engage with learning specialists to build teacher capacity in implementation of HITS-plan and implement peer observation processes and protocols and reflect on best practice <p>Leadership will:</p> <ul style="list-style-type: none">-provide professional learning opportunities related to HITS-provide opportunity to engage in the refinement of the whole school Instructional Model-provide time, clear scaffolding and protocols, and a safe and encouraging culture to engage in peer observations and reflect on practice-provide quality time for school leaders, including Learning Specialists and Leading Teacher to engage in coaching opportunities, peer observations and lead reflective conversations throughout the school.			
Success Indicators	<ul style="list-style-type: none">-The whole school IM is enhanced to incorporate student voice and learner agency.-The whole school IM is implemented and embedded consistently within all areas of the school.-Based on assessed student needs, goals are presented clearly, so that students know what is intended to learn, encourages mastery of a topic, and linked to explicit assessment criteria.-Feedback refocuses teacher and student actions so that the student can align effort and activity with a clear outcome that leads to achieving a learning goal. It comprises specific advise a student can use to improve performance.-Effective teachers plan lessons that incorporate adjustments for content, process and product and extend the knowledge and skills of every student in every class regardless of their starting point.-Peer observations are regularly occurring, and utilised to improve and enhance teacher practice.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

-To refine the whole school Instructional Model, with the inclusion of authentic student voice and learner agency.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-To ensure consistent implementation of the whole school Instructional Model through a common approach and collegial reflection and refinement of practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-To provide a continued focus on the HITS of Goal Setting, Feedback and Differentiated Practice, through professional learning, peer observations, coaching and sharing of best practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-To further develop the culture of sharing best practice through structured and meaningful peer observations with strategic focus linked to school priorities.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To increase the capacity of the school to function strategically as an effective organisation. (Changed in consultation with SEIL and Region).			
12 Month Target 3.1	Percentage of Positive Responses in: Professional Learning to Improve Practice (Applicability of Professional Learning): Retain above 95% Collective Participation: Retain above 99%			

12 Month Target 3.2	<p>Percentage of Positive Responses in:</p> <p>General Satisfaction: Retain at 100%</p>
KIS 1 Building leadership teams	Supporting the development and capacity of leadership throughout the school
Actions	<ul style="list-style-type: none"> -Refine a whole school roles and responsibilities document outlining the purpose and responsibilities required for various roles throughout the school. -Engage in a leadership development program to support the development of middle leadership, knowledge and skills. -To build capacity of middle leaders through targeted professional learning opportunities at the individual's and school's points of need.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -have improved outcomes as a result of the strong leadership found at all levels of the school, working in cohesion to support a high-quality teaching and learning environment. -experience higher quality instruction as a result of increased teacher capacity and collegial focus on meeting the needs of every child. <p>Teachers will:</p> <ul style="list-style-type: none"> -engage in the leadership program, implementing and refining leadership skills and practices -have higher levels of motivation and interest in taking on leadership roles throughout the school -clearly understand the responsibilities relating to each role in the school and be successful in their implementation -be able to support the leadership team with a focus on whole-school development and improvement <p>Leadership will:</p> <ul style="list-style-type: none"> -support a distributed leadership model, with clear roles and responsibilities defined -provide support and career development for all staff through targeted leadership roles -clearly define roles and responsibilities throughout the school -provide a range of opportunities for staff to take on roles and leadership throughout the school -provide professional learning around leadership
Success Indicators	<ul style="list-style-type: none"> -A well-structured staffing profile aligning the priorities of the school with staff responsibilities and development. -A whole school roles and responsibilities document detailing the the purpose and responsibilities required for various roles throughout the school. -Increased leadership capacity amongst staff to support the current and future development of the school.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
-Refine a whole school roles and responsibilities document outlining the purpose and responsibilities required for various roles throughout the school.	<input checked="" type="checkbox"/> All Staff <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
-Engage in a leadership development program to support the development of middle leadership, knowledge and skills.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
-To build capacity of middle leaders through targeted professional learning opportunities at the individual's and school's points of need.	<input checked="" type="checkbox"/> All Staff <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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,000.00	\$10,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$10,000.00	\$10,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
-To provide professional learning in the area of differentiation, supported by the work of Leaders throughout the school, to provide high quality, evidence-based instruction to lift the performance of all students including those who are falling behind and those ahead of year-level expectations.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$8,000.00	\$8,000.00
-To appoint Literacy and Numeracy leaders, along with leaders of Practice and Data in these areas and to positively impact understanding, knowledge, skills and outcomes throughout the school.	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) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$10,000.00	\$10,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
-To provide professional learning in the area of data literacy to build the capacity of teachers to strategically plan, teach and assess to optimise student outcomes.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Internal staff <input checked="" type="checkbox"/> External consultants Data Coach	<input checked="" type="checkbox"/> On-site
-To provide professional learning in the area of differentiation, supported by the work of Leaders throughout the school, to provide high quality, evidence-based instruction to lift the performance of all students including those who are falling behind and those ahead of year-level expectations.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> 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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Maths Coach <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
-To appoint a High-Ability Practice Leader and have impact in their role to stretch our high-ability students to reach their potential and	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources HAPL resources	<input checked="" type="checkbox"/> Off-site HAPL Training

support all staff to support high-achieving students in their classrooms.				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager	
-To appoint Literacy and Numeracy leaders, along with leaders of Practice and Data in these areas and to positively impact understanding, knowledge, skills and outcomes throughout the school.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Bastow
-To further develop the culture of sharing best practice through structured and meaningful peer observations with strategic focus linked to school priorities.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(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"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
-Engage in a leadership development program to support the development of middle leadership, knowledge and skills.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership 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"/> External consultants Leadership Coach	<input checked="" type="checkbox"/> On-site