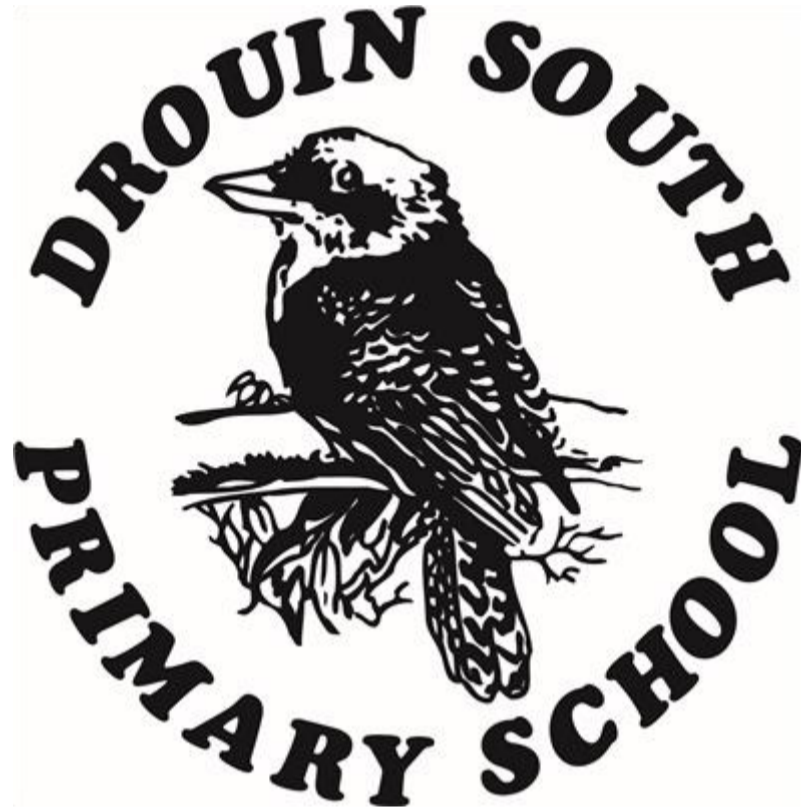


2019 Annual Implementation Plan

for improving student outcomes

Drouin South Primary School (2313)



Submitted for review by Michael Smith (School Principal) on 20 December, 2018 at 05:59 PM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 11 February, 2019 at 04:32 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging
	Vision, values and culture	Emerging
Positive climate for learning	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging

Enter your reflective comments	The school review conducted in 2018 rated the school at Emerging in all areas of the FISO continuum. Areas of Building Practice Excellence has been a focus, particularly in the area of reading, throughout 2018 and is beginning to show progress. The development and restructure of the school improvement team has occurred during Term 3 and the focus on PLC work has been around the area of Reading. Involvement in the School Improvement Partnership with Warragul North PS will also continue strengthen PLC operations in Term 4 with both PLC leaders visiting WNPS to observe PLCs in action and using data throughout an teaching and learning cycle.
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Considerations for 2020	The school undertook a school review in 2018 and the new School Strategic Plan has been developed based on the findings. The school has focussed on Reading over the past 18 months
Documents that support this plan	

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 build a whole-school improvement culture with high expectations and accountability for student outcomes.	Yes	By 2022 improve the percentage of positive responses on the School Staff Survey School Climate module for the following factors: <ul style="list-style-type: none"> • Collective efficacy from 42% to 70% positive responses • Academic emphasis from 39% to 70% positive responses • Collective responsibility from 62% to 85% positive responses. 	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Collective efficacy from 42% to 55% positive responses • Academic emphasis from 39% to 55% positive responses • Collective responsibility from 62% to 70% positive responses.
		By 2022 the component overall score for the School Staff Survey Leadership module to improve from 69% to 80%	School Staff Survey Leadership module to improve from 69% to 75%
		By 2022 improve parent General Satisfaction measured on the Parent Opinion Survey from 64% to 88%.	General Satisfaction measured on the Parent Opinion Survey from 64% to 75%
		By 2022 the percentage of students achieving in the top two bands of NAPLAN to improve. <ul style="list-style-type: none"> ○ Year 3 reading from 32% (av. 2015-17) to 40% ○ Year 3 writing from 27% (2017) to 35% (NB. Av 2015-17 35%) ○ Year 5 reading from 28% (av. 2015-17) to 35% ○ Year 5 writing from 13% (av 2015-17) to 20%. ○ Year 3 numeracy from 22% (av, 2015-17) to 32% ○ Year 5 numeracy from 21% (av 2015-17) to 25%. 	Top two bands of NAPLAN to improve as follows: *Year 3 reading from 32% (av. 2015-17) to 40% * Year 5 reading from 28% (av. 2015-17) to 35% * Year 3 numeracy from 22% (av, 2015-17) to 32% * Year 5 numeracy from 21% (av 2015-17) to 25%. Fountas and Pinnell - Reading 80% of students to be at/above expected F&P level (Currently 64%) PAT- Maths To increase the percentage of students achieving at Stanine 5 and above as follows: Prep MOI 100% at level or above Yr 1 90% to achieve stanine 5 or greater Yr 2 80% to achieve stanine 5 or greater Yr 3 From 72% to 86% Yr 4 From 56% to 100% Yr 5 from 28% to 78% Yr 6 from 25% to 75% Teacher Judgements Reading At or Above level. F-1 78% 2-4 80% 5-6 65% (58% in 2018) F-6 from 64% students At or Above AusVELS level to 75%

		<p>Number: P-2 85% of students to be At or Above level 3-6 80% of students to be At or Above level</p>	
		<p>By 2022 the percentage of students achieving medium to high growth to improve.</p> <ul style="list-style-type: none"> ○ Reading from 67% to 75% ○ Writing from 59% to 75%. ○ Numeracy to improve from 60% to 75% 	<p>NAPLAN Percentage of students achieving medium to high growth to improve. * Reading from 67% to 75% * Writing from 59% to 65%. * Numeracy to improve from 60% to 70%</p> <p>Fountas and Pinnell - Reading 90% of students to make 12 months growth or greater on F&P levels. (2018 – 83%)</p> <p>PAT- Maths Years 1-6 95% students to achieve 12 months or greater growth. (ie. To maintain stanine or increase stanine from Nov 2018)</p> <p>Teacher Judgements Reading Growth to be 12 months or greater Year F-1 85% Years 2-4 88% Years 5-6 75% F - 6 - 85% (83% in 2018)</p> <p>Number Growth to be 12 months or greater Year F -1 85% Years 2-4 90% Years 5-6 65% (2018 = 54%) F-6 – 80% (2018 = 75%)</p>
		<p>By 2022 improve the percentage of positive responses on the School Staff Survey School Climate module for the following factors:</p> <ul style="list-style-type: none"> ○ Teacher collaboration from 67% to 90% ○ Guaranteed and viable curriculum from 55% to 90%. 	<p>School Staff Survey School Climate module for the following factors: * Teacher collaboration from 67% to 75% * Guaranteed and viable curriculum from 55% to 70%.</p>
<p>To build student engagement and connectedness with shared high expectations for learning and behaviour.</p>	<p>Yes</p>	<p>By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ○ Sense of connectedness from 62% to 85% ○ Stimulated learning from 55% to 85% ○ Student voice and agency from 57% to 85% ○ Effective classroom behaviour from 62% to 85%. <p>By 2022 reduce the average days absent per student F-6 from 17.38 days to 15 days.</p>	<p>Percentage of positive responses to the following factors on the Attitudes to School Survey: * Sense of connectedness from 62% to 75% * Stimulated learning from 55% to 70% * Student voice and agency from 57% to 70% * Effective classroom behaviour from 62% to 75%.</p> <p>By 2022 reduce the average days absent per student F-6 from 17.38 days to 16 days.</p>

<p>Goal 1</p>	<p>To build a whole-school improvement culture with high expectations and accountability for student outcomes.</p>
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12 Month Target 1.1	Collective efficacy from 42% to 55% positive responses • Academic emphasis from 39% to 55% positive responses • Collective responsibility from 62% to 70% positive responses.
12 Month Target 1.2	School Staff Survey Leadership module to improve from 69% to 75%
12 Month Target 1.3	General Satisfaction measured on the Parent Opinion Survey from 64% to 75%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Develop and embed the school vision and values with students, staff and parent/carers.
KIS 2 Building communities	Build distributive leadership with documented accountable processes, effective communication and instructional leadership.
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.	Our school review conducted in Term 2, 2018 indicated a deficiency in distributive leadership and accountability. The school has adopted a school improvement approach that is based on the works of Zbar, Kimber and Marshall and the development of pre-conditions of school improvement. The school has self rated as emerging in the FISO element of " School Leadership that is Shared". During 2019 the school is looking towards creating challenging roles, responsibilities and opportunities for our leaders that will leverage and grow their talents. Our leadership team will also model distributed leadership through clear individual and collective roles and responsibilities. The leadership team will meet regularly (weekly) as a way to develop and monitor whole-school responsibility for improving student outcomes. Through these actions we will be aiming to grow our place on the FISO continuum.
Goal 2	To improve student learning growth and achievements in English and Mathematics for all students F-6.
12 Month Target 2.1	<p>Top two bands of NAPLAN to improve as follows: *Year 3 reading from 32% (av. 2015-17) to 40% * Year 5 reading from 28% (av. 2015-17) to 35% * Year 3 numeracy from 22% (av, 2015-17) to 32% * Year 5 numeracy from 21% (av 2015-17) to 25%.</p> <p>Fountas and Pinnell - Reading 80% of students to be at/above expected F&P level (Currently 64%)</p> <p>PAT- Maths To increase the percentage of students achieving at Stanine 5 and above as follows: Prep MOI 100% at level or above Yr 1 90% to achieve stanine 5 or greater Yr 2 80% to achieve stanine 5 or greater Yr 3 From 72% to 86% Yr 4 From 56% to 100% Yr 5 from 28% to 78% Yr 6 from 25% to 75%</p> <p>Teacher Judgements Reading At or Above level. F-1 78% 2-4 80% 5-6 65% (58% in 2018) F-6 from 64% students At or Above AusVELS level to 75%</p> <p>Number: P-2 85% of students to be At or Above level 3-6 80% of students to be At or Above level</p>

<p>12 Month Target 2.2</p>	<p>NAPLAN Percentage of students achieving medium to high growth to improve. * Reading from 67% to 75% * Writing from 59% to 65%. * Numeracy to improve from 60% to 70%</p> <p>Fountas and Pinnell - Reading 90% of students to make 12 months growth or greater on F&P levels. (2018 – 83%)</p> <p>PAT- Maths Years 1-6 95% students to achieve 12 months or greater growth. (ie. To maintain stanine or increase stanine from Nov 2018)</p> <p>Teacher Judgements Reading Growth to be 12 months or greater Year F-1 85% Years 2-4 88% Years 5-6 75% F - 6 - 85% (83% in 2018)</p> <p>Number Growth to be 12 months or greater Year F -1 85% Years 2-4 90% Years 5-6 65% (2018 = 54%) F-6 – 80% (2018 = 75%)</p>	
<p>12 Month Target 2.3</p>	<p>School Staff Survey School Climate module for the following factors: * Teacher collaboration from 67% to 75% * Guaranteed and viable curriculum from 55% to 70%.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Building practice excellence</p>	<p>Build professional learning communities (PLCs) through a culture of collaboration and evaluation of practice for teaching and learning improvement.</p>	<p>Yes</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>Document and embed a whole-school evidence-based curriculum for writing.</p>	<p>No</p>
<p>KIS 3 Curriculum planning and assessment</p>	<p>Document and embed a whole-school evidence-based curriculum for mathematics.</p>	<p>Yes</p>
<p>KIS 4 Curriculum planning and assessment</p>	<p>Build teacher capacity to use data and a range of assessment practices to drive differentiated planning.</p>	<p>No</p>
<p>KIS 5 Building practice excellence</p>	<p>Develop and embed regular professional learning including processes for modelling, feedback and coaching to build high impact teaching strategies.</p>	<p>No</p>
<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>Drouin South PS has been selected to participate in the Professional Learning Communities initiative in 2019. Three leaders and the principal will be involved in the professional learning that commences in Term 3. the work of PLCs has been identified in our school review as a key part of our structure that will drive effective assessment and lead to effective teaching and learning in classrooms. The school has developed structures that will allow PLCs to meet during the school day to build collaborative practice. The school is part of the Primary School mathematics Specialist initiative. Our two (0.5) Maths specialists will work directly with individual teachers and PLCs throughout the year to develop a school-wide consistent approach to mathematics assessment, planning and instructional model. The school has self-rated as emerging in the FISO area of Curriculum Planning and Assessment. We are striving to improve our place on the FISO continuum in the evolving to embedding zone by the end of 2019.</p>	

Goal 3	To build student engagement and connectedness with shared high expectations for learning and behaviour.	
12 Month Target 3.1	<p>Percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> * Sense of connectedness from 62% to 75% * Stimulated learning from 55% to 70% * Student voice and agency from 57% to 70% * Effective classroom behaviour from 62% to 75%. <p>By 2022 reduce the average days absent per student F-6 from 17.38 days to 16 days.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop and embed a strategy to promote increased levels of student agency utilising goal setting and effective use of feedback	No
KIS 2 Setting expectations and promoting inclusion	Embed an orderly learning environment with agreed documented high expectations for learning and student behaviour management with staff, students and parents.	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.	The school has recently started to accelerate our approach to school wide positive behaviour and aim to achieve a "Blue" level by the start of 2019. The implementation of SWPBS is a way of striving to provide a safe and orderly learning environment where all children are well-known. This is a pre-condition for learning as described by Zbar, Kimber and Marshall (2010) and also a key recommendation from our school review. We have self-rated at emerging in the FISO dimension of Setting Expectations and Promoting Inclusion. Through implementing SWPBS with fidelity, the school will strive to attain the level of "embedding" by having behaviour management, well-being and engagement strategies strategies that are evidence based and sufficiently flexible to support all students through a response to intervention (RTI) approach.	

Define Actions, Outcomes and Activities

Goal 1	To build a whole-school improvement culture with high expectations and accountability for student outcomes.			
12 Month Target 1.1	Collective efficacy from 42% to 55% positive responses <ul style="list-style-type: none"> Academic emphasis from 39% to 55% positive responses Collective responsibility from 62% to 70% positive responses. 			
12 Month Target 1.2	School Staff Survey Leadership module to improve from 69% to 75%			
12 Month Target 1.3	General Satisfaction measured on the Parent Opinion Survey from 64% to 75%			
KIS 1 Building leadership teams	Develop and embed the school vision and values with students, staff and parent/carers.			
Actions	Develop a school vision in collaboration with staff, students and parents. Develop a set of school values with staff, students and parents			
Outcomes	<p>Students will: Provide input into the school vision feel more connectedness to the school through a shared vision and understanding of the school values</p> <p>Teachers will: Provide input into the school vision Demonstrate a commitment to shared vision and improve their belief about collective responsibility and collective efficacy</p> <p>Leaders will: Lead the parents, students and staff through the vision process Communicate the vision throughout the community and uphold the values through their actions</p> <p>Parents/Carers will: Provide input into the school vision and values Improve their general satisfaction with the school and develop a greater understanding of the school ethos</p>			
Success Indicators	Publication of a school vision and values statement Parent opinion, Student Attitudes to School and Staff Survey (relevant factors) Feedback through student and parent forums held each term			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Conduct focus groups with Drouin South Primary School staff, school council, parent focus group and students to brainstorm what they want to see as the future of the school. Utilise these responses to develop a vision statement that captures the future aspirations of the school community.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Explore the current values of the school and why these are important to the school community through student, staff and parent groups. Develop a statement that encompasses these responses.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Communicate and share the school vision and values throughout the school community through assemblies, newsletters, visual displays and the school website.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used

			to: Term 4	
KIS 2 Building communities	Build distributive leadership with documented accountable processes, effective communication and instructional leadership.			
Actions	Build a new model for school leadership roles and responsibilities Develop role descriptions and accountability processes to build role clarity Embed strategies to support middle leaders/coordinators and build leadership capacity of middle leaders			
Outcomes	<p>Students will: Provide feedback that shows increasing positive responses about teaching and learning Develop in their own leadership roles and be active agents promoting our school within the school community</p> <p>Teachers will: Demonstrate a commitment to shared leadership by successfully fulfilling a range of leadership roles Improve their belief about collective responsibility and role clarity across the school</p> <p>Leaders will: Broaden their knowledge and skills in their realm of responsibility and model effective leadership to others Empower other staff members to perform roles by creating a culture of responsibility and supporting growth of others</p> <p>Parents/Carers will: Improve their general satisfaction with the school and build knowledge of the operations of the school through regular communication</p>			
Success Indicators	<p>Student attitude to school survey and school developed in-school student surveys Observation and anecdotal feedback from student leaders and Junior School Council PDP discussions with staff about their leadership roles and responsibilities Staff opinion survey Staff opinion survey (leadership component) FISO continuum self-evaluation Parent opinion survey-General satisfaction</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop school wide roles and responsibility statements with accountability processes for all key leadership roles in the school including: - PLT leaders (Junior, Middle, Senior) - Wellbeing Leader (with clear role descriptions for Inclusion, CSS, SWPB, Students with Disabilities) - Literacy (P-6) - Numeracy (P-6)	<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
Principal and School Improvement Team will monitor actions and outcomes related to roles and responsibilities and provide differentiated support to staff where necessary to fulfil their roles successfully. Roles and responsibilities will be linked to staff PDPs.	<input checked="" type="checkbox"/> Leadership Team <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
Principal to meet at least once per term with leader to discuss successes and challenges in relation to progress of actions with each leader. The GROW model will be used a framework for the discussion to set leadership goals, co-	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

<p>construct solutions to challenges and reflect on growth of knowledge and practice.</p>				
<p>Goal 2</p>	<p>To improve student learning growth and achievements in English and Mathematics for all students F-6.</p>			
<p>12 Month Target 2.1</p>	<p>Top two bands of NAPLAN to improve as follows: *Year 3 reading from 32% (av. 2015-17) to 40% * Year 5 reading from 28% (av. 2015-17) to 35% * Year 3 numeracy from 22% (av, 2015-17) to 32% * Year 5 numeracy from 21% (av 2015-17) to 25%.</p> <p>Fountas and Pinnell - Reading 80% of students to be at/above expected F&P level (Currently 64%)</p> <p>PAT- Maths To increase the percentage of students achieving at Stanine 5 and above as follows: Prep MOI 100% at level or above Yr 1 90% to achieve stanine 5 or greater Yr 2 80% to achieve stanine 5 or greater Yr 3 From 72% to 86% Yr 4 From 56% to 100% Yr 5 from 28% to 78% Yr 6 from 25% to 75%</p> <p>Teacher Judgements Reading At or Above level. F-1 78% 2-4 80% 5-6 65% (58% in 2018) F-6 from 64% students At or Above AusVELS level to 75%</p> <p>Number: P-2 85% of students to be At or Above level 3-6 80% of students to be At or Above level</p>			
<p>12 Month Target 2.2</p>	<p>NAPLAN Percentage of students achieving medium to high growth to improve. * Reading from 67% to 75% * Writing from 59% to 65%. * Numeracy to improve from 60% to 70%</p> <p>Fountas and Pinnell - Reading 90% of students to make 12 months growth or greater on F&P levels. (2018 – 83%)</p> <p>PAT- Maths Years 1-6 95% students to achieve 12 months or greater growth. (ie. To maintain stanine or increase stanine from Nov 2018)</p> <p>Teacher Judgements Reading Growth to be 12 months or greater Year F-1 85% Years 2-4 88% Years 5-6 75% F - 6 - 85% (83% in 2018)</p> <p>Number Growth to be 12 months or greater Year F -1 85% Years 2-4 90% Years 5-6 65% (2018 = 54%)</p>			

	F-6 – 80% (2018 = 75%)			
12 Month Target 2.3	School Staff Survey School Climate module for the following factors: * Teacher collaboration from 67% to 75% * Guaranteed and viable curriculum from 55% to 70%.			
KIS 1 Building practice excellence	Build professional learning communities (PLCs) through a culture of collaboration and evaluation of practice for teaching and learning improvement.			
Actions	<p>Develop teacher capacity and understanding to analyse and use formative assessment data to plan for effective teaching in Reading and Mathematics.</p> <p>Develop teacher knowledge and capacity to work as effective professional learning teams.</p> <p>Improve student outcomes in Reading/Mathematics through inquiry, collaborative planning and assessment practices, including moderation as part of the PLC initiative.</p>			
Outcomes	<p>Students will: Demonstrate learning growth through pre and post unit assessments with a particular focus on mathematics (Numeracy)</p> <p>Teachers will: Show a stronger sense of collaboration and trust in colleagues as demonstrated in tools such as Staff Opinion survey and PLC matrix Reflect regularly on teaching and learning strategies to continually improve student achievement through the PLC structure</p> <p>Leaders will: Develop their knowledge of effective PLCs through involvement at PLC training and other relevant professional learning</p> <p>Parents/Carers will: Improve their perception of rigorous and engaging teaching and learning as measured by the parent opinion survey</p>			
Success Indicators	<p>Mathematics data - pre-tests/post tests, NAPLAN, PAT-Maths Staff Opinion Survey PLC Matrix Parent opinion survey</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a PLC vision, agreed protocols and goals and monitor these throughout the year using a range of tools including the PLC matrix and student assessments.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC leaders to meet regularly as part of School Improvement Team to discuss challenges and successes and to share practice.	<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
PLC Leaders and Principal to participate in PLC initiative training during Terms 3 and 4.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<p>Use a range of data tracking systems effectively to monitor student learning and student growth eg. data wall, common assessment tasks, formative assessments, goal tracking spreadsheets</p>	<input checked="" type="checkbox"/> PLC Leaders <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
KIS 2 Curriculum planning and assessment	Document and embed a whole-school evidence-based curriculum for mathematics.			
Actions	<p>Develop teacher knowledge about effective mathematics teaching practices and their capacity to implement these in the classroom. Embed the school instructional model as it relates to Mathematics teaching and learning. Develop teacher capacity to use and analyse a range of formative assessment strategies to plan for improvement in student learning.</p>			
Outcomes	<p>Students will: Improve mathematics achievement and growth Be more engaged in mathematics lessons and develop a positive attitude towards learning mathematics</p> <p>Teachers will: Be more confident and knowledgeable about teaching mathematics Commit to the use of a school wide instructional model and shared curriculum plan</p> <p>Leaders will: Support teacher learning growth through actively engaging in professional learning and PLCs Identify appropriate professional learning opportunities for staff and build own knowledge of mathematics instruction at the same time</p> <p>Parents/Carers will: Be aware of mathematics as a school focus Build knowledge in mathematics through regular communication with school</p>			
Success Indicators	<p>Mathematics assessments P-6: EYM Interview, PAT-M, NAPLAN, Common Assessment tasks for units of work Student feedback about mathematics lessons eg. exit passes, straw polls, short surveys. Teacher confidence survey (school developed) Peer observations Primary Maths Specialists observations and team teaching feedback Staff opinion survey Parent opinion survey/anecdotal feedback</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Familiarise all staff with school-wide Mathematics pacing guides, school-wide Mathematics curriculum and shared planning proformas.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers use the inquiry cycle as part of PLCs to diagnose what students know, teach and evaluate teaching practice in mathematics	<input checked="" type="checkbox"/> PLC Leaders <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
Build teacher knowledge and capacity in mathematics through effective professional learning throughout the year facilitated by the Primary School Maths Specialists including staff meeting PD sessions, PLCs, curriculum day in Term 4 with Peter Sullivan.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Improve teaching and learning in mathematics through development and use of a shared instructional model that incorporates the High Impact Teaching Strategies and the newly developed school mathematics curriculum.	<input checked="" type="checkbox"/> Numeracy Leader <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
Provide feedback to teachers and co-construct future practice through a process of peer observation at least once per term for all teachers.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used
Continue to build the knowledge and expertise of Mathematics coordinators and principal through involvement in the Primary School Maths and Science Specialist initiative.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To build student engagement and connectedness with shared high expectations for learning and behaviour.			
12 Month Target 3.1	<p>Percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> * Sense of connectedness from 62% to 75% * Stimulated learning from 55% to 70% * Student voice and agency from 57% to 70% * Effective classroom behaviour from 62% to 75%. <p>By 2022 reduce the average days absent per student F-6 from 17.38 days to 16 days.</p>			
KIS 1 Setting expectations and promoting inclusion	Embed an orderly learning environment with agreed documented high expectations for learning and student behaviour management with staff, students and parents.			
Actions	<p>Build teacher knowledge and capacity to build engagement, manage challenging behaviours with evidence based strategies to improve classroom and playground behaviour.</p> <p>Build teacher knowledge of diversity and inclusion through targeted professional learning during the year including CUST, Disability Standards for Education online, Inclusion On-Line.</p> <p>Build knowledge of Principal and selected staff through participation in "Disability and the Law" professional learning.</p> <p>Establish a Student Well-Being Team and a School Inclusion Team with clear roles and responsibilities for establishing inclusive schooling practices, SWPBS, Child Safe strategies throughout the year.</p> <p>Review the school Student Wellbeing and Engagement Policy, Diversity and Inclusion Policy (Term 2, 2019)</p> <p>Build staff knowledge of inclusion and of the school action plan for a strengthened approach to inclusive schooling.</p> <p>Build staff knowledge of DET Restraint & Seclusion guidelines through professional learning and provision of current DET guidelines.</p> <p>Review school Child Safe policies throughout 2019 to ensure compliance with Ministerial Order 470 and to ensure adherence to relevant Child Safe practices within the school.</p> <p>Communicate the school approach to inclusive schooling, Child Safety and Managing Parent Complaints by updating school website regularly with current and new information, an expanded summary on the school's commitment to inclusion and links to relevant information on the DET website.</p> <p>Communicate information to parents in relation to enrolment, attendance and admission with links to DET policy.</p> <p>Update the school website to display a new home page with inclusive philosophy highlighted, and appropriate illustrations and photographs demonstrating diversity and the focus on learning for all.</p> <p>Build staff capacity to develop and implement effective Individual Learning Plans and Individual Behaviour Support plans to assist students with diverse needs.</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Feel safer at school and more supported by their teachers and peers Believe their learning time is more valuable due to less interruptions in class <p>Teachers will:</p> <ul style="list-style-type: none"> Believe they have the opportunity to teach more effectively and an increase in confidence they are making a difference to student achievement All commit too using SWPBS strategies in the classroom and playground Have undertaken professional learning on Inclusion policy and practices, link their learning to PDPs and provide evidence of their understanding of inclusive practices (use a checklist of training, survey, ask questions at mid & end year PDP meetings etc.) 			

	<p>Leaders will: Be more effective in having a focus on instructional leadership due to less behavioural issues Develop and maintain an inclusive, child safe environment that addresses the needs of all children including those most vulnerable.</p> <p>Parents/Carers will: Feel that their children are safer and have a higher level satisfaction with the school Be more knowledgeable about school behaviour management strategies and supports provided to students</p>			
Success Indicators	<p>Student opinion survey Student feedback (anecdotal and short surveys) throughout the year Staff opinion survey School Wide Positive Behaviour inventory - DET award/achievement in SWPBS Student behaviour data - major and minor behaviours Parent opinion survey Parent feedback through Parents' Club and School Council forums Inclusive schools checklists and child safe checklists indicate strong compliance</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document the whole school approach to SWPBS for teachers, students and parents in the form of a SWPBS handbook (also to be made available on the school website)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$800.00 <input type="checkbox"/> Equity funding will be used
Analyse school wide behaviour data weekly to inform and develop support strategies for individuals, cohorts and whole school.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
<p>Provide professional learning for all staff (teaching and non-teaching) in the following areas:</p> <ul style="list-style-type: none"> Using SWPBS strategies with fidelity Managing challenging behaviours Inclusive Education practices – online course Restraint and seclusion Koorie Cultural Awareness (CUST) Disability Standards in Education eg. Disability and the Law Child Safe Standards and Mandatory Reporting Developing effective individual plans for students (ILPs and Behaviour Support Plans) <p>All staff will link Professional Learning to PDPs and will demonstrate knowledge of policies and participation at mid and end-cycle discussions.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Update the school website to communicate inclusive, child safe and SWPBS news with parents, students and the school community. This includes all relevant Inclusive and Child Safe policies, SWPBS information, Enrolment, Admission and Attendance information as described in the findings of the 2018 Inclusion Audit.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Conduct parent forums once per term to seek feedback about the progress of the school throughout 2019. SEIL to be invited to joint facilitate these sessions.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

			to: Term 4	
<p>Teachers will use 2018 NCCD data to identify students requiring an Individual Learning Plan and meet with parents at student support group meetings each term to review learning and develop new plans. This requirement will form part of teacher PDPs.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$7,500.00	\$5,000.00
Additional Equity funding	\$81,000.00	\$51,000.00
Grand Total	\$88,500.00	\$56,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Build teacher knowledge and capacity in mathematics through effective professional learning throughout the year facilitated by the Primary School Maths Specialists including staff meeting PD sessions, PLCs, curriculum day in Term 4 with Peter Sullivan.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$2,500.00
Provide professional learning for all staff (teaching and non-teaching) in the following areas: <ul style="list-style-type: none"> Using SWPBS strategies with fidelity Managing challenging behaviours Inclusive Education practices – online course Restraint and seclusion Koorie Cultural Awareness (CUST) Disability Standards in Education eg. Disability and the Law Child Safe Standards and Mandatory Reporting Developing effective individual plans for students (ILPs and Behaviour Support Plans) All staff will link Professional Learning to PDPs and will demonstrate knowledge of policies and participation at mid and end-cycle discussions.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	\$2,500.00
Totals			\$7,500.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
The school employs a chaplain 2 days per week to support students with social emotional needs including those at risk and vulnerable students. \$20,000 of the \$28,000 required is provided through the Chaplaincy program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$28,000.00	\$8,000.00
Employment of education support staff to assist with literacy, language and numeracy support. (0.2)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Literacy intervention coordination and support teacher (0.2)	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$10,000.00

	to: Term 4			
Reading materials eg. books class libraries, F&P intervention materials	from: Term 1 to: Term 4		\$8,000.00	\$8,000.00
ICT equipment - upgraded ICT equipment to provide more devices in classrooms	from: Term 1 to: Term 2		\$15,000.00	\$15,000.00
Totals			\$81,000.00	\$51,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Principal to meet at least once per term with leader to discuss successes and challenges in relation to progress of actions with each leader. The GROW model will be used a framework for the discussion to set leadership goals, co-construct solutions to challenges and reflect on growth of knowledge and practice.	<input checked="" type="checkbox"/> Principal	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"/> SEIL	<input checked="" type="checkbox"/> On-site
Develop a PLC vision, agreed protocols and goals and monitor these throughout the year using a range of tools including the PLC matrix and student assessments.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site A combination of on-site and off site professional learning experiences will take place as part of the PLC initiative.
PLC Leaders and Principal to participate in PLC initiative training during Terms 3 and 4.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site As above
All teachers use the inquiry cycle as part of PLCs to diagnose what students know, teach and evaluate teaching practice in mathematics	<input checked="" type="checkbox"/> PLC Leaders <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"/> Collaborative Inquiry/Action Research team	<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"/> Off-site Regular PLC meetings at school in combination with off-site PLC initiative sessions.
Build teacher knowledge and capacity in mathematics through effective professional learning throughout the year facilitated by the Primary School Maths Specialists including staff meeting PD sessions, PLCs, curriculum day in Term 4 with Peter Sullivan.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	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"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> External consultants The school is planning to engage Peter Sullivan for a curriculum day in 2019 to complement other professional learning throughout the year.	<input checked="" type="checkbox"/> Off-site PMSS will continue in 2019-2 staff and principal to attend professional learning days. All staff to have regular maths professional learning at school throughout the year.

<p>Continue to build the knowledge and expertise of Mathematics coordinators and principal through involvement in the Primary School Maths and Science Specialist initiative.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site PMSS learning blocks
<p>Provide professional learning for all staff (teaching and non-teaching) in the following areas:</p> <ul style="list-style-type: none"> • Using SWPBS strategies with fidelity • Managing challenging behaviours • Inclusive Education practices – online course • Restraint and seclusion • Koorie Cultural Awareness (CUST) • Disability Standards in Education eg. Disability and the Law • Child Safe Standards and Mandatory Reporting • Developing effective individual plans for students (ILPs and Behaviour Support Plans) <p>All staff will link Professional Learning to PDPs and will demonstrate knowledge of policies and participation at mid and end-cycle discussions.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources <p>e-Learning inclusion online, KESO CUST sessions, Professional learning with regional SWPBS coach. Disabilities/Inclusion Unit DET</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Most activities will be conducted on-site, however, opportunities may arise for joint PD with other schools. The Bastow course "Disability and the Law" is held off-site at Bastow.</p>