

2019 Annual Implementation Plan

for improving student outcomes

Hawthorn West Primary School (0293)



Submitted for review by Glenys Williamson (School Principal) on 07 March, 2019 at 01:14 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 07 March, 2019 at 01:24 PM
Endorsed by David Wightman (School Council President) on 14 March 2019

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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	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	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	<p>The following reflections are based on the data in our 2018 Pre Review Self Evaluation (PRSE) and 2018 School Review report</p> <p><i>Excellence in Teaching and Learning</i></p> <ul style="list-style-type: none"> * Teachers engage in evidence-based professional learning in Literacy and Numeracy. * Professional learning is focused on student outcomes and aligned with the Key Improvement Strategies outlined in the 2019 - 2022 School Strategic Plan * Teachers collaborate in PLCs to: <ul style="list-style-type: none"> - develop and implement a range of formative and summative assessments - analyse assessment data and monitor student learning - identify point of need for learning - develop and implement consistent and targeted teaching and learning practices. * Teachers work through a FISO improvement cycle to evaluate the effectiveness of teaching. * Teachers participate in the observation and professional growth program
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	<p>Professional Leadership – Building Leadership Teams</p> <ul style="list-style-type: none"> * The goals and targets in the SSP, AIP and FISO drive our key work. * Our PLC's use current research and student data to set directions. * Leaders focus on fostering a culture of improvement. * Our teacher leaders engage in Communities of Practice with network schools * Opportunities are provided for our PLC (Teacher) Leaders to build their leadership knowledge and skills. * Teacher leaders engage in regular and ongoing professional learning. <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> * School values embedded * Teachers provide greater opportunities for students to have input into their learning * Teachers and students set individual learning goals together * Staff regularly share and celebrate student and school achievements * Staff have engaged in Professional Learning to build an understanding of how to manage challenging behaviours and promote resilience (Visible Wellbeing / Jenny Mackay) * Documented framework of behaviour and expectations through community guidelines * Targeted interventions for students who require support
<p>Considerations for 2019</p>	<p>The following considerations are based on the data in our 2018 Pre Review Self Evaluation (PRSE) and 2018 School Review report</p> <p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> *Continued focus on literacy and numeracy, particularly supporting the learning growth for high performing students * Focus on building teacher capacity to effectively analyse student data *Ensure that PLCs effectively use the FISO Improvement Cycle with particular focus on monitoring student growth and reducing the variance in classroom teaching practices. *Improve boys' engagement in learning, focusing on stimulating learning, school connectedness and motivation and interest. <p>Professional Leadership – Building Leadership Teams</p> <ul style="list-style-type: none"> *PLC members collaborate, challenge and support each other to improve their practice. *Provide support for middle to develop their leadership skills <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> * Focus on understanding student voice, student agency and student leadership throughout the school * Continued focus on building student resilience and wellbeing across the school to support student engagement and connectedness to school.

Documents that support this plan

14.11.18 - Whole School.pdf (1.37 MB)
Copy of NEV_Hawthorn West Primary School_Sch_Prfl_Scenario_20170293 - Change category.xlsx (0.11 MB)
Copy of NEV_Hawthorn West Primary School_Sch_Prfl_Scenario_20170293 - Low hanging fruit.xlsx (0.11 MB)
Copy of NEV_Hawthorn West Primary School_Sch_Prfl_Scenario_20170293.xlsx (0.11 MB)
Hawthorn West Primary School (23Jul18).pptx (2.82 MB)
Hawthorn West PS Review Report Final 2018.docx (0.24 MB)
PRSE - Final_.docx (1.19 MB)
Sch_Prfl_Rpt_20180293.pdf (1.82 MB)
Whole_School_Data_Dec_2018_Shaded v.2.docx (0.02 MB)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																												
Goal 1 <i>To improve individual learning growth and achievement in literacy and numeracy.</i>	Yes	80% of students achieving beyond the expected level Increase the % of students working 12+ months ahead of expected level: Reading = 60%, Writing = 50%, Numeracy = 55% Increase the % of students working 18+ months ahead of the expected level: Reading= 30%, Writing = 20%, Numeracy = 20%	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. <ul style="list-style-type: none"> 65% of students achieving beyond the expected level 30% of students working 12+ months ahead of expected level 12% of students working 18+ months ahead of the expected level 																												
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Effective Teaching for Cognitive Engagement

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Stimulating Learning	71%	80%	55%	70%
Effective Teaching Time	59%	75%	50%	70%
Classroom Behaviour	77%	80%	-	-

Learner Characteristics

Domain	2018	2022	2018 Boys	2022 Boys
Learning Confidence	70%	80%	-	-
Student Voice and Agency	80%	90%	-	-
Motivation and Interest	41%	70%	31%	70%
Resilience	55%	80%	-	-

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<p>Goal 2 To create a positive climate for learning, which empowers students and promotes and enhances student wellbeing and resilience.</p>	<p>Yes</p>	<p>By 2022, improve the percentage of positive responses in the following Student Attitudes to School factors:</p> <p>Social Engagement</p> <table border="1" data-bbox="786 352 1431 611"> <thead> <tr> <th>Domain</th> <th>2018</th> <th>2022</th> <th>2018 Boys</th> <th>2022 Boys</th> </tr> </thead> <tbody> <tr> <td>Student Voice and Agency</td> <td>80%</td> <td>90%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Sense of Connectedness</td> <td>51%</td> <td>80%</td> <td>41%</td> <td>70%</td> </tr> <tr> <td>Sense of Inclusion</td> <td>60%</td> <td>80%</td> <td>54%</td> <td>70%</td> </tr> </tbody> </table> <p>School Safety</p> <table border="1" data-bbox="786 703 1431 791"> <thead> <tr> <th>Domain</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Respect for Diversity</td> <td>37%</td> <td>70%</td> </tr> </tbody> </table> <p>Teacher –Student Relationships</p> <table border="1" data-bbox="786 884 1431 971"> <thead> <tr> <th>Domain</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Teacher Concern</td> <td>44%</td> <td>80%</td> </tr> </tbody> </table>	Domain	2018	2022	2018 Boys	2022 Boys	Student Voice and Agency	80%	90%	-	-	Sense of Connectedness	51%	80%	41%	70%	Sense of Inclusion	60%	80%	54%	70%	Domain	2018	2022	Respect for Diversity	37%	70%	Domain	2018	2022	Teacher Concern	44%	80%	<p>Improve the percentage of positive responses in the following Student Attitudes to School factors:</p> <p>Social Engagement</p> <table border="1" data-bbox="1458 360 2103 619"> <thead> <tr> <th>Domain</th> <th>2018</th> <th>2019</th> <th>2018 Boys</th> <th>2019 Boys</th> </tr> </thead> <tbody> <tr> <td>Student Voice and Agency</td> <td>80%</td> <td>82%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Sense of Connectedness</td> <td>51%</td> <td>60%</td> <td>41%</td> <td>45%</td> </tr> <tr> <td>Sense of Inclusion</td> <td>60%</td> <td>65%</td> <td>54%</td> <td>58%</td> </tr> </tbody> </table> <p>School Safety</p> <table border="1" data-bbox="1458 711 2103 799"> <thead> <tr> <th>Domain</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Respect for Diversity</td> <td>37%</td> <td>45%</td> </tr> </tbody> </table> <p>Teacher –Student Relationships</p> <table border="1" data-bbox="1458 898 2103 986"> <thead> <tr> <th>Domain</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Teacher Concern</td> <td>44%</td> <td>55%</td> </tr> </tbody> </table>	Domain	2018	2019	2018 Boys	2019 Boys	Student Voice and Agency	80%	82%	-	-	Sense of Connectedness	51%	60%	41%	45%	Sense of Inclusion	60%	65%	54%	58%	Domain	2018	2019	Respect for Diversity	37%	45%	Domain	2018	2022	Teacher Concern	44%	55%
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12 Month Target 1.4	Increase the 2018 data in the following Staff Opinion Survey factor: <ul style="list-style-type: none"> • Collective focus on student learning - 2018 (92.9%) 															

12 Month Target 1.5**NAPLAN**

Increase the proportion of students in the top two NAPLAN bands

Domain	YEAR	2018	2019
Reading	3	83%	85%
Writing	3	80%	82%
Numeracy	3	75%	77%
Reading	5	58%	62%
Writing	5	35%	40%
Numeracy	5	50%	55%

12 Month Target 1.6

Increase the 2018 data in the following Student Attitudes to School factors:

Effective Teaching for Cognitive Engagement

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Motivation and Interest	41%	50%	31%	40%
Resilience	55%	60%	-	-

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance Curriculum and Pedagogical Practices Embed whole school evidence based instructional practice in literacy and numeracy	Yes
KIS 2 Curriculum planning and assessment	Develop Teacher Capacity Build teacher capacity to use data to inform and differentiate instruction	Yes
KIS 3 Building leadership teams	Develop Leadership Capacity Build the capacity of PLC Leaders to implement change linked to student engagement and school improvement	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Building Practice Excellence Our 2018 NAPLAN data indicates that there is an identified need to focus on:</p> <ul style="list-style-type: none"> * increasing student learning growth for students between year 3 and year 5 * increasing the percentage of students making high growth between year 3 and year 5. * reducing the percentage of students making low growth between year 3 and year 5. <p>Curriculum Planning and Assessment Our 2018 data indicates that there is an identified need to focus on:</p> <ul style="list-style-type: none"> * building teacher capacity to effectively analyse data * building teacher understandings of how to differentiate instruction * building teacher knowledge of how to extend our high achievers <p>Building Leadership Teams Based on formal and informal feedback from staff there is an identified need to:</p> <ul style="list-style-type: none"> * build leadership capacity of aspiring and middle leaders. * create a strong distributive leadership model. <p>Data sets: Staff Opinion Survey, Continua of Practice for School Improvement, PLC Matrix</p>	

Goal 2	To create a positive climate for learning, which empowers students and promotes and enhances student wellbeing and resilience.																																
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12 Month Target 2.3

Improve School Staff Opinion Survey overall score (mean) responses in:

<i>Domain</i>	<i>2018</i>	<i>2019</i>
Student Feedback	86%	87%
Parent and Community Involvement	84%	85%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop a positive learning culture for all students, staff, parents and community. Develop, document and implement a whole school approach to wellbeing and engagement	Yes
KIS 2 Empowering students and building school pride	Develop greater student voice and agency in learning. Develop and document a shared understanding of student voice, agency and leadership.	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.	<p>Setting expectations and promoting inclusion Our 2018 student data indicates that there is a need to focus on:</p> <ul style="list-style-type: none"> *building greater connectedness between students across the school *building greater connectedness between students and their teachers * building greater connectedness between students in their learning * creating a culture of respect and inclusion <p>Empowering students and building school pride Our 2018 student data indicates that there is a need to focus on:</p> <ul style="list-style-type: none"> *engaging and motivating students in their learning *increasing the opportunities for students to have a voice in their learning 	

Define Actions, Outcomes and Activities

Goal 1	To improve individual learning growth and achievement in literacy and numeracy.															
12 Month Target 1.1	<p>65% of students achieving beyond the expected level</p> <p>30% of students working 12+ months ahead of expected level</p> <p>12% of students working 18+ months ahead of the expected level</p>															
12 Month Target 1.2	<p>Increase the number of students achieving high growth in Reading, Writing and Number NAPLAN tests</p> <table border="1" data-bbox="539 683 1184 903"> <thead> <tr> <th data-bbox="539 683 734 746">Domain</th> <th colspan="2" data-bbox="734 683 1184 746">Percentage of students achieving high growth</th> </tr> <tr> <td data-bbox="539 746 734 786"></td> <th data-bbox="734 746 958 786">2018</th> <th data-bbox="958 746 1184 786">2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 786 734 826">Reading</td> <td data-bbox="734 786 958 826">15%</td> <td data-bbox="958 786 1184 826">25%</td> </tr> <tr> <td data-bbox="539 826 734 866">Writing</td> <td data-bbox="734 826 958 866">35%</td> <td data-bbox="958 826 1184 866">35%</td> </tr> <tr> <td data-bbox="539 866 734 906">Numeracy</td> <td data-bbox="734 866 958 906">10%</td> <td data-bbox="958 866 1184 906">20%</td> </tr> </tbody> </table>	Domain	Percentage of students achieving high growth			2018	2019	Reading	15%	25%	Writing	35%	35%	Numeracy	10%	20%
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12 Month Target 1.4	<p>Increase the 2018 data in the following Staff Opinion Survey factor:ss</p> <ul style="list-style-type: none"> Collective focus on student learning - 2018 (92.9%) 																																													
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KIS 1 Building practice excellence	Enhance Curriculum and Pedagogical Practices Embed whole school evidence based instructional practice in literacy and numeracy
Actions	<ul style="list-style-type: none"> * To implement a whole school approach to the teaching of Reading * To develop understandings of the High Impact Teaching Strategies * To implement a whole school approach to Observation and Professional Growth * To implement the FISO Inquiry Cycle framework
Outcomes	<p>Students will;</p> <ul style="list-style-type: none"> * Articulate learning intentions and success criteria of each Readers Workshop session * Articulate their reading learning goals * Give and receive feedback about their reading. <p>As a member of a PLC teachers will;</p> <ul style="list-style-type: none"> * Build their understanding of Readers Workshop * Continue to implement Readers Workshop * Engage in professional learning (Reading) * Actively collaborate as a PLC to implement the Inquiry cycle (Reading) * Model and explicitly teach identified High Impact Strategies * Identify a PDP goal linked to the Reading focus * Reflect on their reading practice through the Observation and Professional growth cycle and within PLCs <p>Leaders will:</p> <ul style="list-style-type: none"> * Ensure whole-school curriculum planning and practice demonstrates the interconnectedness between the SSP, the AIP, FISO initiatives and school improvement. * Engage professionals to mentor and support staff * Develop a Professional Learning Plan in Reading * Document a whole school approach to Reading * Provide time and resources for teachers to research and implement the Readers Workshop model * Analyse and monitor whole school data * Align elements of the PDP process with Reading * Establish a Literacy Curriculum team that meets regularly * Communicate the key reading approaches to the parent community

Success Indicators	<ul style="list-style-type: none"> * HITS document continuum * PLC matrix growth * Staff Opinion survey: Feedback, Coherence, Renewal of Knowledge and Skills, Collegiality and Collective Participation * Pivot -reading questions * NAPLAN (SPA) * Teacher Judgements * Documented Professional Learning plan * Literacy Action Plan * Learning Walk data * F and P data (SPA) * PAT data (SAP) * Teacher Performance and Development Plans 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning: Reading (Deb Sukarna) <ul style="list-style-type: none"> • 20th March: Curriculum Day • 26th March: Literacy Curriculum Team / PLC • 24th April: Literacy Curriculum Team/ PLC /staff meeting • 16th August: Literacy Curriculum Team/ PLC /staff meeting • 4th September: Literacy Curriculum Team/ PLC /staff meeting • 17th October: Literacy Curriculum team / PLC 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Professional Learning: Inquiry Cycle (Reading)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,434.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Curriculum Team - implementation of action plan	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning - Observation and Professional growth	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Develop Teacher Capacity Build teacher capacity to use data to inform and differentiate instruction			
Actions	<ul style="list-style-type: none"> * To develop teacher capacity to develop targeted assessments * To build teacher capacity to collect, analyse and monitor a range of data * To develop teacher understanding of how to best differentiate learning to challenge higher achievers (Reading) * To continue to embed Professional Learning Communities 			
Outcomes	<p>As a member of a PLC, teachers will:</p> <ul style="list-style-type: none"> * Actively collaborate as a PLC to implement the Inquiry cycle (Reading) * Seek student feedback * Build their knowledge of how to develop effective reading assessments * Collect, analyse, moderate and monitor a range of data * Build their understanding of differentiation in Reading * Build their understanding of HITS to support differentiation * Articulate how clear and succinct reading learning intentions and success criteria supports students to self - assess their learning progress <p>Leaders will:</p> <ul style="list-style-type: none"> * Develop teacher capacity to implement and monitor the school improvement actions (SSP / AIP) * Share best practice in recording Reading data * Provide Professional Learning in data analysis * Create opportunities for PLC and cross school moderation (Reading) * Work with teachers to update the Assessment Schedule (Reading) * Seek feedback from staff on current assessment practices 			
Success Indicators	<ul style="list-style-type: none"> * Audit of HITS * PLC matrix - growth * Staff Opinion survey: Collective Focus on Student Learning 			

	<ul style="list-style-type: none"> * NAPLAN (SPA) * Teacher Judgements: * F and P data (SPA) * PAT data (SPA) * Teacher Performance and Development Plans * PLC meeting minutes * Feedback from classroom observations * Professional Learning plan 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC Professional Learning (Lisa Sperling)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,695.00 <input type="checkbox"/> Equity funding will be used
Professional Learning: Data Practices (Key data sets: Analysis and actions)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building leadership teams		Develop Leadership Capacity Build the capacity of PLC Leaders to implement change linked to student engagement and school improvement		
Actions	* To develop the leadership skills of current leaders			
Outcomes	<p>Interested teachers will:</p> <ul style="list-style-type: none"> * Actively participate in professional learning * Actively take on leadership roles within the school * Seek feedback and reflect on their practice <p>Leaders will:</p> <ul style="list-style-type: none"> * Provide Coaching / mentoring for current leaders * Develop a professional learning plan for leaders * Create leadership opportunities * Provide feedback on leadership goals 			
Success Indicators	<ul style="list-style-type: none"> * Leadership Matrix (AiTSL and learning specialists) * Documented Professional Learning plan 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership Coaching: Lisa Sperling	<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
Provide middle leaders with a mentor to support their leadership development	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a positive climate for learning, which empowers students and promotes and enhances student wellbeing and resilience.																																
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Improve School Staff Opinion Survey overall score (mean) responses in:

<i>Domain</i>	<i>2018</i>	<i>2019</i>
Student Feedback	86%	87%
Parent and Community Involvement	84%	85%

KIS 1 Setting expectations and promoting inclusion	Develop a positive learning culture for all students, staff, parents and community. Develop, document and implement a whole school approach to wellbeing and engagement
Actions	<ul style="list-style-type: none"> * To develop a school vision * To develop and document a whole school approach to Wellbeing (Visible Wellbeing)
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> * Contribute to the development of school vision <p>As members of a PLC, teachers will;</p> <ul style="list-style-type: none"> * Contribute to development of school vision * Participate in Wellbeing professional learning (Visible Wellbeing, Tracey Ezard) * Model and implement Visible Wellbeing framework and strategies * Continue to document Visible Wellbeing activities/approaches to inform whole school documentation * Gather and reflect on student wellbeing data * PLCs will agenda time to focus and develop collegiate wellbeing <p>Leaders will;</p> <ul style="list-style-type: none"> * Facilitate the development of a school vision * Document whole school approach to Visible Wellbeing * Agenda time to focus and develop staff wellbeing (PLC and staff meetings) * Seek feedback from staff and students re: Wellbeing * Provide opportunities for inclusive activities (e.g. Connect Groups) * Analyse data from Pivot, VWB, Attitudes to School, etc data * Communicate key learnings around wellbeing with the parent community * Establish a wellbeing curriculum team that meets regularly
Success Indicators	<ul style="list-style-type: none"> * Documented Vision * Student Attitude to School data linked to target * Survey data: Staff Opinion Survey (shielding and Buffering) / VWB survey * PLC meeting minutes * Documented approach to Wellbeing * Newsletter / Learning updates - communication with families * Learning walk data * Teacher Performance and Development Plans

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Visible Wellbeing Professional Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,000.00 <input type="checkbox"/> Equity funding will be used
Develop a whole school vision (Tracey Ezard)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of Wellbeing Action Plan	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,433.90 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Develop greater student voice and agency in learning. Develop and document a shared understanding of student voice, agency and leadership.			
Actions	* Explore Student Voice/Agency/Leadership			
Outcomes	As members of a PLC teachers will: * analyse current data and make links with their practice in Term 4 Leaders will: * analyse student voice data in Term 4			

Success Indicators	<ul style="list-style-type: none"> * ATSS data * PIVOT data * Class / cohort student survey data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff Professional Learning: Unpacking student voice/agency/leadership	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 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	\$10,867.90	\$10,867.90
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$10,867.90	\$10,867.90

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning: Inquiry Cycle (Reading)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,434.00	\$5,434.00
Implementation of Wellbeing Action Plan	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,433.90	\$5,433.90
Totals			\$10,867.90	\$10,867.90

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Totals	\$0.00	\$0.00
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning: Reading (Deb Sukarna) <ul style="list-style-type: none"> 20th March: Curriculum Day 26th March: Literacy Curriculum Team / PLCs 24th April: Literacy Curriculum Team/ PLCs /staff meeting 16th August 4th September 17th October: Literacy Curriculum team 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Deb Sukarna <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit High Impact Strategies Literacy Numeracy Strategy	<input checked="" type="checkbox"/> On-site
Professional Learning: Inquiry Cycle (Reading)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Deb Sukarna Lisa Sperling <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit FISO	<input checked="" type="checkbox"/> On-site
Literacy Curriculum Team - implementation of action plan	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

		to: Term 4		<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	
Professional Learning - Observation and Professional growth	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Peer Observation and Feedback	<input checked="" type="checkbox"/> On-site
PLC Professional Learning (Lisa Sperling)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	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 Initiative <input checked="" type="checkbox"/> External consultants Lisa Sperling <input checked="" type="checkbox"/> Departmental resources PLC Matrix	<input checked="" type="checkbox"/> On-site
Professional Learning: Data Practices (Key data sets: Analysis and actions)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> 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 SPA	<input checked="" type="checkbox"/> On-site
Leadership Coaching: Lisa Sperling	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Lisa Sperling	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Individualised Reflection			
Visible Wellbeing Professional Learning	<input checked="" type="checkbox"/> All Staff	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants Partnership with staff from Melbourne Girls College - Professor Lea Waters <input checked="" type="checkbox"/> Departmental resources Respectful Relationships, Rights and Resilience	<input checked="" type="checkbox"/> Off-site Melbourne Girls College
Develop a whole school vision (Tracey Ezard)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Tracey Ezard	<input checked="" type="checkbox"/> On-site
Implementation of Wellbeing Action Plan	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants VWB - Lea Waters	<input checked="" type="checkbox"/> On-site
Staff Professional Learning: Unpacking student voice/agency/leadership	<input checked="" type="checkbox"/> All Staff	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Departmental resources Amplify Document	<input checked="" type="checkbox"/> On-site

