

2019 Annual Implementation Plan

for improving student outcomes

Strathmore Primary School (4612)



Strathmore
PRIMARY SCHOOL No.4612

Strive to Achieve

Submitted for review by Peter Olm (School Principal) on 19 December, 2018 at 06:06 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 27 December, 2018 at 10:55 AM
Endorsed by Heidi Fitzpatrick (School Council President) on 29 January, 2019 at 10:09 AM

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>The following areas that have been focused upon throughout the year have provided critical leverage in achieving improvements as demonstrated in a variety of school data:</p> <ul style="list-style-type: none"> * Improved use of data to specifically target intervention and extension of students, based on learning needs identified in assessment * Improvement in data literacy of teachers * Development of a growth mindset and targeting of growth in student achievement * Development of a whole-school instructional model * Development of middle-leadership through PLT leader involvement in the Victorian PLC Initiative * Engagement with EIL Julian Bradford to support professional learning in second semester
Considerations for 2019	<p>The school is well-positioned to continue to implement improvements to build on the progress made in 2018, the first year of the School Strategic Plan. Key work will include:</p> <ul style="list-style-type: none"> * Full implementation of the school's Instructional Model as developed in 2018

	<ul style="list-style-type: none"> * Implement further formalisation of improvement cycle as an embedded component of the PLT process * Development and implementation of PLT learning logs, linked to the inquiry improvement cycle and PDP * Further development of middle-leadership and a redefined School Improvement Team, comprised of PLT Leaders * A more formalised focus on collaborative and team-teaching in flexible learning spaces, using PLT process and collaboration as the key aspect for planning, delivery and assessment * Development and implementation of a whole-school pedagogical model * Continued improvement in student achievement data, building on the gains made in 2018, particularly in relation to relative growth in NAPLAN and the percentage of students in the top two bands (including increasing the proportion of students achieving at these levels) * Development of enhanced data tracking for behaviour, student engagement and wellbeing, including the use of digital platforms to improve data entry and handling by teachers and the ability of students to provide feedback * Continued focus for teachers to use data and feedback to enhance student voice and agency as a means to improve practice in terms of key areas such as student engagement and wellbeing, learning confidence, teacher effectiveness <p>Currently, the status regarding a Principal appointment is unknown. A workforce plan has been developed that has flexibility to cater for a variety of outcomes. Workforce planning has enabled savings of 0.6 in the specialist program by moving to a 6x 50-min daily timetable, with this then being able to be reallocated to supporting leadership of PLTs, ICT, instructional and pedagogical leadership, PSD and student engagement and wellbeing.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.
Target 1.1	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a minimum of 25% of students making high relative gain and a maximum of 25% of students making low relative gain on average over the Strategic Plan.</p> <p>The percent of students in the top two NAPLAN bands for Reading and Numeracy will be at least sustained for the matched cohort of students from Year 3 to Year 5 over the course of the Strategic Plan. The percent of students in the top two NAPLAN bands for Reading and Writing will demonstrate a positive trend as an average over the Strategic Plan.</p> <p>The School Staff Survey will demonstrate at least 75% Overall Percent Endorsement for <i>School Climate</i> module and the components of the <i>Teaching and Learning</i> module as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of <i>Student Cognitive Engagement</i> and at least 70% positive responses for domain of <i>Parent Community Engagement</i> as an average over the Strategic Plan.</p>
Key Improvement Strategy 1.a Building practice excellence	Build capacity to effect and sustain change in teaching and learning practices through PLCs engaging in a process of inquiry using the FISO improvement cycle.
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to differentiate learning to meet the needs of all students, through the work of PLCs in effective use of student achievement data to provide targeted teaching and learning, extension and intervention and the embedding of High Impact Teaching Strategies (HITS).
Key Improvement Strategy 1.c Building practice excellence	Develop and embed an agreed model of instructional practice, with non-negotiable elements, that reflects High Impact Teaching Strategies (HITS) and FISO initiatives.
Key Improvement Strategy 1.d Building practice excellence	Develop, document and implement an agreed cohesive, whole-school curriculum.
Goal 2	Student Engagement: To enhance the capacity of students as curious, motivated and self-advocating learners.

Target 2.1	<p>The Attitudes to School Survey will demonstrate positive trend data and at least 85% positive responses for the areas of Stimulated Learning, Differentiated Learning Challenge and Motivation and Interest and at least 75% positive responses for the area of Student Agency and Voice as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of Student Development as an average over the Strategic Plan.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and embed effective pedagogical approaches, instructional practices (HITS) and a climate to build the capacity of students to apply critical and creative thinking in their learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Embed instructional practices (HITS) and develop a climate to increase student voice and involvement in shaping and improving their learning.
Goal 3	Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.
Target 3.1	<p>The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of Classroom Behaviour, Non-Experience of Bullying, Managing Bullying and Respect for Diversity as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of School Ethos and Environment as an average over the course of the Strategic Plan.</p> <p>School data will demonstrate a trend of reduction of behaviour incidents over the course of the Strategic Plan.</p> <p>The Attitudes to School Survey will demonstrate positive trend data and at least 90% positive responses for the areas of Resilience, Sense of Inclusion and Advocate at School and at least 80% positive responses Teacher Concern as an average over the course of the Strategic Plan.</p>

<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Build the capacity of staff and leaders to enhance commitment to school-wide Positive Behaviour Support framework to ensure a calm and supportive environment, in which effective social skills, learning and positive behaviours are embedded.</p>
<p>Key Improvement Strategy 3.b Setting expectations and promoting inclusion</p>	<p>Increase staff capacity to implement inclusive teaching strategies that respond to individual learning styles, interests and aspirations.</p>
<p>Key Improvement Strategy 3.c Setting expectations and promoting inclusion</p>	<p>Enhance student resiliency in learning and social/emotional engagement.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.</p>	<p>Yes</p>	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a minimum of 25% of students making high relative gain and a maximum of 25% of students making low relative gain on average over the Strategic Plan.</p> <p>The percent of students in the top two NAPLAN bands for Reading and Numeracy will be at least sustained for the matched cohort of students from Year 3 to Year 5 over the course of the Strategic Plan. The percent of students in the top two NAPLAN bands for Reading and Writing will demonstrate a positive trend as an average over the Strategic Plan.</p> <p>The School Staff Survey will demonstrate at least 75% Overall Percent Endorsement for <i>School Climate</i> module and the components of the <i>Teaching and Learning</i> module as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of <i>Student Cognitive Engagement</i> and at least 70% positive responses for domain of <i>Parent Community Engagement</i> as an average over the Strategic Plan.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student achievement in the top two bands in NAPLAN to increase and close the gap between our performance and similar schools in reading (Yr. 3 73%, Yr. 5 44% 2018).</p> <p>Percentage of students achieving high growth on NAPLAN relative growth matched cohort reports, is at or greater than 25% in Reading Year 3 to year 5.</p> <p>Percentage of students achieving low growth on NAPLAN relative growth matched cohort reports, is less than 25% in Reading Year 3 to year 5.</p> <p>Teacher Judgements will show at least 12 months (1.0) growth in reading.</p>
<p>Student Engagement: To enhance the capacity of students as curious, motivated and self-advocating learners.</p>	<p>No</p>	<p>The Attitudes to School Survey will demonstrate positive trend data and at least 85% positive responses for the areas of <i>Stimulated Learning, Differentiated Learning Challenge and Motivation</i></p>	

		<p>and Interest and at least 75% positive responses for the area of Student Agency and Voice as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of Student Development as an average over the Strategic Plan.</p>	
<p>Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.</p>	<p>Yes</p>	<p>The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of Classroom Behaviour, Non-Experience of Bullying, Managing Bullying and Respect for Diversity as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of School Ethos and Environment as an average over the course of the Strategic Plan.</p> <p>School data will demonstrate a trend of reduction of behaviour incidents over the course of the Strategic Plan.</p> <p>The Attitudes to School Survey will demonstrate positive trend data and at least 90% positive responses for the areas of Resilience, Sense of Inclusion and Advocate at School and at least 80% positive responses Teacher Concern as an average over the course of the Strategic Plan.</p>	<p>The Attitudes to School Survey will demonstrate positive trend data for the areas of Resilience, Sense of Inclusion and Advocate at School and at least 80% positive responses Teacher Concern.</p> <p>The Attitudes to School Survey will match similar schools in positive responses for the areas of Effective Classroom Behaviour and Respect for Diversity.</p>

<p>Goal 1</p>	<p>Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.</p>
<p>12 Month Target 1.1</p>	<p>Student achievement in the top two bands in NAPLAN to increase and close the gap between our performance and similar schools in reading (Yr. 3 73%, Yr. 5 44% 2018).</p>

	<p>Percentage of students achieving high growth on NAPLAN relative growth matched cohort reports, is at or greater than 25% in Reading Year 3 to year 5.</p> <p>Percentage of students achieving low growth on NAPLAN relative growth matched cohort reports, is less than 25% in Reading Year 3 to year 5.</p> <p>Teacher Judgements will show at least 12 months (1.0) growth in reading.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build capacity to effect and sustain change in teaching and learning practices through PLCs engaging in a process of inquiry using the FISO improvement cycle.	Yes
KIS 2 Building practice excellence	Build teacher capacity to differentiate learning to meet the needs of all students, through the work of PLCs in effective use of student achievement data to provide targeted teaching and learning, extension and intervention and the embedding of High Impact Teaching Strategies (HITS).	Yes
KIS 3 Building practice excellence	Develop and embed an agreed model of instructional practice, with non-negotiable elements, that reflects High Impact Teaching Strategies (HITS) and FISO initiatives.	Yes
KIS 4 Building practice excellence	Develop, document and implement an agreed cohesive, whole-school curriculum.	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>In 2018 the various leaders across the school participated in the Victorian PLC Initiative and this work will be shared and embedded across the whole school in 2019.</p> <p>In 2018 we began Professional Learning around the High Impact Teaching Strategies (HITS) and this will continue and be built upon o 2019 across all teaching teams with a connection to the school's Instructional Model (IM).</p> <p>The school has developed teacher capacity in data literacy and will continue to expand teacher knowledge in this area and build further consistency and quality of practice with a particular focus on reading.</p> <p>With changes to the classroom structure in 2019 we need to look at the Guaranteed and Viable Curriculum (GVC) and ensure that we have a documented sequence of learning for SPS in reading.</p>	

Goal 2	Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.	
12 Month Target 2.1	<p>The Attitudes to School Survey will demonstrate positive trend data for the areas of Resilience, Sense of Inclusion and Advocate at School and at least 80% positive responses Teacher Concern.</p> <p>The Attitudes to School Survey will match similar schools in positive responses for the areas of Effective Classroom Behaviour and Respect for Diversity.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Build the capacity of staff and leaders to enhance commitment to school-wide Positive Behaviour Support framework to ensure a calm and supportive environment, in which effective social skills, learning and positive behaviours are embedded.	Yes
KIS 2 Setting expectations and promoting inclusion	Increase staff capacity to implement inclusive teaching strategies that respond to individual learning styles, interests and aspirations.	No
KIS 3 Setting expectations and promoting inclusion	Enhance student resiliency in learning and social/emotional engagement.	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.	To develop a consistent approach that everyone in the community understands, we need to revisit and refine the schools PBS framework.	

Define Actions, Outcomes and Activities

Goal 1	Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.
12 Month Target 1.1	<p>Student achievement in the top two bands in NAPLAN to increase and close the gap between our performance and similar schools in reading (Yr. 3 73%, Yr. 5 44% 2018).</p> <p>Percentage of students achieving high growth on NAPLAN relative growth matched cohort reports, is at or greater than 25% in Reading Year 3 to year 5.</p> <p>Percentage of students achieving low growth on NAPLAN relative growth matched cohort reports, is less than 25% in Reading Year 3 to year 5.</p> <p>Teacher Judgements will show at least 12 months (1.0) growth in reading.</p>
KIS 1 Building practice excellence	Build capacity to effect and sustain change in teaching and learning practices through PLCs engaging in a process of inquiry using the FISO improvement cycle.
Actions	<p>Whole school Professional Learning focussed on the PLC Inquiry Process.</p> <p>Develop consistent PLC protocols and norms.</p> <p>Create consistent documentation for PLC sessions.</p> <p>Develop a documented PLC Leader role description.</p> <p>Regular opportunities for the PLC Leaders to meet for ongoing professional learning.</p>
Outcomes	<p>Teacher will:</p> <ul style="list-style-type: none"> understand the FISO inquiry cycle Understand their role within the PLC. Develop a collective efficacy for a cohort of students. Support each other in the improvement of teacher practice. Actively engage in the inquiry cycle. Use data in the process of inquiry and improvement.
Success Indicators	<p>Consistent practices will be evident across teams.</p> <p>Improved analysis and use of data in planning teaching and learning.</p>

	Documented (minuted) inquiry and improvement cycle in PLC meetings. Clear line of sight between AIP and PDP goals. set and monitor meeting norms and protocols			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school Professional Learning focussed on the PLC Inquiry Process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <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
Develop consistent PLC protocols and norms.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Create consistent documentation for PLC sessions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a documented PLC Leader role description.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Regular opportunities for the PLC Leaders to meet for ongoing professional learning.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity to differentiate learning to meet the needs of all students, through the work of PLCs in effective use of student achievement data to provide targeted teaching and learning, extension and intervention and the embedding of High Impact Teaching Strategies (HITS).			
Actions	Ongoing professional learning focussed on the High Impact Teaching Strategies (HITS) Ongoing professional learning around evidence informed best teaching practices with a focus on reading Improve data literacy and consistent collection, analysis and use of data to differentiate point of need Investigate and trial the use of Levelled Literacy Intervention in the junior school Review the current assessment schedule to ensure consistent use of assessment tools and triangulation of data Transfer of data history from Accelerus Data Module to Compass (teacher PL to ensure successful transition) Professional learning for School Literacy Leader.			
Outcomes	Teachers will: - Use data to set and monitor individual goals in reading with student input - Moderate work samples - Access and analyse data using Compass Data Tool - Use evidence informed practices to develop classroom practices and improve student outcomes			
Success Indicators	Staff will have: -consistent assessment practices with the collection and use of data to inform targeted teaching -evidence of the use of HITS in Classroom Observations -evidence of consistent practice in moderation, data analysis and collection and differentiated planning in PLC documentation. -evidence of professional learning and goals in PDP Student growth data across various assessment pieces. Alignment between NAPLAN and Teacher Judgement scores.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Ongoing professional learning focussed on the High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing professional learning around evidence informed best teaching practices with a focus on reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Improve data literacy and consistent collection, analysis and use of data to differentiate point of need	<input checked="" type="checkbox"/> All Staff <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	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate and trial the use of Levelled Literacy Intervention in the junior school	<input checked="" type="checkbox"/> Literacy Leader <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
Review the current assessment schedule to ensure consistent use of assessment tools and triangulation of data	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Transfer of data history from Accelerus Data Module to Compass (teacher PL to ensure successful transition)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Develop and embed an agreed model of instructional practice, with non-negotiable elements, that reflects High Impact Teaching Strategies (HITS) and FISO initiatives.			
Actions	Complete the work started in 2018 to document the Strathmore Primary School Instructional Model Develop consistent planning documents that reflect the components fo the Instructional Model Ongoing Professional learning around HITS and the Instructional Model Ongoing Professional learning around DET resources (Amplify, Literacy Toolkit etc.)			
Outcomes	Teachers understand the components of the Instructional model, their role and the student role Students understand their role in learning within the framework of the instructional model			
Success Indicators	Consistent use of Instructional Model as evidenced in classroom observations PLC minutes with reflect active discussions around the instructional model and HITS Instructional Model and HITS evidenced in PDP discussions			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete the work started in 2018 to document the Strathmore Primary School Instructional Model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop consistent planning documents that reflect the components fo the Instructional Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders		to: Term 2	<input type="checkbox"/> Equity funding will be used
Ongoing Professional learning around HITS and the Instructional Model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing Professional learning around DET resources (Amplify, Literacy Toolkit etc.)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	Develop, document and implement an agreed cohesive, whole-school curriculum.			
Actions	Ongoing professional learning and focus on the Victorian Curriculum Map the Reading Curriculum to document a Guaranteed Curriculum F-6 Professional learning focussed on improving teacher knowledge around the stage of learning in reading using the VCAA Literacy Progression document Build a data bank of student goals in reading F-6 Selected staff to attend the Leading Literacy for Networks Professional Learning and provide staff professional learning			
Outcomes	Teachers will: - understand best practice in reading - use the DET resources to around best practice in reading			

	<p>- Set and monitor individual learning goals for students in reading using data</p> <p>Students will:</p> <p>- Be engaged in setting and monitoring personal learning goals using data</p>			
Success Indicators	<p>Bank of student goals F-6 created and used to support individual reading goals</p> <p>Reading Guaranteed and Viable Curriculum documented</p> <p>Students have individual learning goals recorded</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ongoing professional learning and focus on the Victorian Curriculum	<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
Map the Reading Curriculum to document a Guaranteed Curriculum F-6	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning focussed on improving teacher knowledge around the stage of learning in reading using the VCAA Literacy Progression document	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Build a data bank of student goals in reading F-6	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 2	Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.			
12 Month Target 2.1	<p>The Attitudes to School Survey will demonstrate positive trend data for the areas of Resilience, Sense of Inclusion and Advocate at School and at least 80% positive responses Teacher Concern.</p> <p>The Attitudes to School Survey will match similar schools in positive responses for the areas of Effective Classroom Behaviour and Respect for Diversity.</p>			
KIS 1 Setting expectations and promoting inclusion	Build the capacity of staff and leaders to enhance commitment to school-wide Positive Behaviour Support framework to ensure a calm and supportive environment, in which effective social skills, learning and positive behaviours are embedded.			
Actions	<p>Engaging with DET SWPBS leader to develop a plan for 2019 (Anthony)</p> <p>Develop documented approach to student wellbeing</p> <p>Engage with the community around student wellbeing</p> <p>Use Compass Chronicle to record student wellbeing data</p> <p>Engage in professional learning around the capabilities (Vic. Curric.) and Student Agency (Amplify document)</p>			
Outcomes	<p>Teacher will understand the importance of a consistent approach to student wellbeing.</p> <p>Students will understand the school expectations.</p> <p>The community will understand the approach of the school to student wellbeing.</p>			
Success Indicators	<p>There will be a consistent approach to student wellbeing across the school.</p> <p>Students will operate within the school expectations.</p> <p>Attitude to School Survey results (including unpacking this through focus groups)</p> <p>Data present in Compass Chronicle</p> <p>Consistent teaching and learning practices around the expected behaviours is evident.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engaging with DET SWPBS leader to develop a plan for 2019	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop documented approach to student wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage in professional learning around the capabilities (Vic. Curric.) and Student Agency (Amplify document)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with the community around student wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use Compass Chronicle to record student wellbeing data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" 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	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Whole school Professional Learning focussed on the PLC Inquiry Process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Regular opportunities for the PLC Leaders to meet for ongoing professional learning.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing professional learning focussed on the High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> All Staff <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing professional learning around evidence informed best teaching practices with a focus on reading	<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"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Mixture of both external and school based

	<input checked="" type="checkbox"/> Literacy Leader				<input checked="" type="checkbox"/> Departmental resources Literacy Toolkit Leading Literacy for Networks (Bastow)	professional learning
Improve data literacy and consistent collection, analysis and use of data to differentiate point of need	<input checked="" type="checkbox"/> All Staff <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"/> 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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Investigate and trial the use of Levelled Literacy Intervention in the junior school	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Pearson Education	<input checked="" type="checkbox"/> On-site
Complete the work started in 2018 to document the Strathmore Primary School Instructional Model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing Professional learning around DET resources (Amplify, Literacy	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

Toolkit etc.)	<input checked="" type="checkbox"/> Leadership Team	to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	Amplify Literacy Toolkit	
Map the Reading Curriculum to document a Guaranteed Curriculum F-6	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy toolkit Victorian Curriculum VCAA Literacy Progressions documents	<input checked="" type="checkbox"/> On-site
Professional learning focussed on improving teacher knowledge around the stage of learning in reading using the VCAA Literacy Progression document	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engaging with DET SWPBS leader to develop a plan for 2019	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources DET SWPBS leader	<input checked="" type="checkbox"/> On-site
Use Compass Chronicle to record student wellbeing data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Wellbeing Team					
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