2019 Annual Implementation Plan

for improving student outcomes

Hastings Primary School (1098)

Submitted for review by Simone McDonald (School Principal) on 13 December, 2018 at 04:27 PM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 20 December, 2018 at 10:30 AM
Endorsed by Julie Coster (School Council President) on 18 January, 2019 at 07:14 PM

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 moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	Significant professional learning in Literacy has occurred and teacher practices are becoming increasingly consistent in this curriculum. 2019 focus around writing and numeracy is required. PLTs are utilising data in particular in Numeracy although still need develop in the Inquiry Cycle to ensure data is being used effectively. Teachers are aware of the HiTs although a clearer focus with collaborative professional learning will be required to develop shared understanding and consistency of teacher practice. NAPLAN - Strong relative growth in Year 5 cohort. Numeracy trends/results remain a concern. Year 3 cohort trends are Student Voice and pathways are clear throughout the school. Student Engagement and Well-being processes are strong at HPS. Attendance is still a concern and a focus on clearer coding for 2019 will be required. Continued work to embed Student Voice/Advocacy and choice (learning and well-being) from Foundation to Year 6.
Considerations for 2019	Excellence in Teaching and Learning - 2019 -Further professional learning required to build teacher capacity and confidence in conferencing students. Utilising the F-8 Individualised Cafe Menu in each year level. Bastow Leading Literacy in Networks - Master Trainer [V. Cremen] for 2019 - Two more teachers to attend the professional learning in 2019. PLC Initiative - Level Leaders to participate as Instructional Leaders to build capacity in leading teachers in the use of the Inquiry Cycle to

	improve teaching practice and student outcomes. PDP - process will have greater rigour with teams aligning Professional Learning/Knowledge and Engagement Goals. Peer Mentoring/Observations to be formalised and linked to teacher PDP Student Outcomes goal. HiTs - professional learning provided and linked to PDP Student Outcomes goal.
	Professional Leadership - 2019 Organisational Design to be revisited with a clear pathway for leadership development identified. Middle Leaders to participate in PLC Initiative, PMSS 2019-2020, Bastow Leading Literacy in Networks all with clear links to PDP Learning Goals. School Improvement Team SIT to be redefined.
	Curriculum Teams to have clear links to the AIP goals in documentation
	Positive Climate for Learning - 2019 Student Forums to included and actions taken from findings - links to new SSP and AIP. Students supported to develop 'aspirational' goals with their learning. Greater involvement from community groups with diverse cultural and linguistic backgrounds - in particular the local Aboriginal community. Review the Staff Opinion data and the links between staff trust in students/parents - research ACTIONS to improve this data. Investigate a 'Ready 2 Learn' start to the model to minimise student disengagement whilst building the capacity of students to self-regulate their behaviour.
	Community Engagement in Learning - 201 Review the Staff Opinion data and the links between staff trust in students/parents - research ACTIONS to improve this data
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.
Target 1.1	**NAPLAN** Evidence of improvement in Relative Learning Growth measure for Year 3 – Year 5 over the 4 year period, to show: · Increase to 75 % students with medium to high relative growth in Reading and Number · Decrease to 25% % students with low relative growth in Reading and Number **Teacher Judgements** Increase to 75% of students with a grade of C or above in teacher assessments from Victorian Curriculum for students in Year 4 - Year 6 in Reading and Mathematics **Data based Evidence- Formative and Summative Assessment** **Foundation - Yr 2- MOI and EOI-**Increased percentage of students working at or above level.
Key Improvement Strategy 1.a Building practice excellence	To improve consistency in Instructional practice across the school
Key Improvement Strategy 1.b	To build staff capacity to use data to differentiate teaching

Building practice excellence	
Goal 2	To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.
Target 2.1	**Attendance data** Reduce the average student absence to be at or less than the state average. Focus on families or students which demonstrate (Sentral attendance data) patterns of absences (unexplained), specifically Foundation students to break the cycle

2015	2016	2017	State
Foundation 18.6 days or 91% days	18.4 days or 91%	21.18 days or 89.4%	State 15.3
Year 1 21.3 days or 90%	21.0 days or 90%	15.9 days or 92%	State 15.1
Year 2 17.5 days or 92%	16.3 days or 92%	16.3 days or 92%	State 14.6
Year 3 16.5 days or 92%	14.3 days or 92%	12.9 days or 94%	State 14.3
Year 4 14 days or 93%	13.9 days or 93%	13.8 days or 93%	State 14.6
Year 5 21.5 days or 90%	20.9 days or 90%	13.8 days or 93%	State 14.6
Year 6 22.2 days or 89%	22 days or 89%	19.7 days or 90%	State 15.3

Attitudes to School survey

improvement in scores

	Classroom behaviour (2017-.78%) to 85. Student Voice and Agency- (2017- 72%) to 85% Connectedness to school to.(2017-76%) to 85%
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	To improve student voice and agency across the school
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	To improve student attendance
Goal 3	To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.
Target 3.1	By 2019, **Parent Opinion Survey** data for Student Safety Learning focus of a Stimulating Learning Environment (2017- 71%) to 80% Effective Teaching ((2017-74%) to 85%

Key Improvement Strategy 3.a Parents and carers as partners	Improve parent participation and involvement in student learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.	Yes	**NAPLAN** Evidence of improvement in Relative Learning Growth measure for Year 3 – Year 5 over the 4 year period, to show: · Increase to 75 % students with medium to high relative growth in Reading and Number · Decrease to 25% % students with low relative growth in Reading and Number **Teacher Judgements** Increase to 75% of students with a grade of C or above in teacher assessments from Victorian Curriculum for students in Year 4 - Year 6 in Reading and Mathematics **Data based Evidence- Formative and Summative Assessment** **Foundation - Yr 2- MOI and EOI-**Increased percentage of students working at or above level.	NAPLAN 2019 75% or greater, of Yr5 students will have medium to high relative growth in Reading, Writing and Number. Teacher Judgements 2019 75% or greater of ALL students will be AT or ABOVE the expected level of achievement [based on the Victorian Curriculum] in Reading, Writing and Number.

To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.	Yes	**Attendance data** Reduce the average student absence to be at or less than the state average. Focus on families or students which demonstrate (Sentral attendance data) patterns of absences (unexplained), specifically Foundation students to break the cycle | 2015	2016	2017	State
Foundation 18.6 days or 91% 15.3 days	18.4 days or 91%	21.18 days or 89.4%	State
Year 1 21.3 days or 90%	21.0 days or 90%	15.9 days or 92%	State 15.1
Year 2 17.5 days or 92%	16.3 days or 92%	16.3 days or 92%	State 14.6
Year 3 16.5 days or 92%	14.3 days or 92%	12.9 days or 94%	State 14.3
Year 4 14 days or 93%	13.9 days or 93%	13.8 days or 93%	State 14.6
Year 5 21.5 days or 90%	20.9 days or 90%	13.8 days or 93%	State 14.6
Year 6 22.2 days or 89%	22 days or 89%	19.7 days or 90%	State 15.3	 **Attitudes to School** survey improvement in scores Classroom behaviour (2017-.78%) to 85.	To reduce the number of student days of absence of 20 or more days and have fewer % than State. To match or have greater % than State for the Attitudes to School Survey Indicators * Classroom Behaviour * Student Voice and Agency * Connectedness to School

		Student Voice and Agency- (2017- 72%) to 85% Connectedness to school to.(2017-76%) to 85%	
To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.	Yes	By 2019, **Parent Opinion Survey** data for Student Safety Learning focus of a Stimulating Learning Environment (2017- 71%) to 80% Effective Teaching ((2017-74%) to 85%	To match or have greater % than State for the Parent Opinion Survey Indicators * Stimulating Learning Environment * Effective Teaching

Goal 1	GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.	
12 Month Target 1.1	NAPLAN 2019 75% or greater, of Yr5 students will have medium to high relative growth in Reading, Writing and Number. Teacher Judgements 2019 75% or greater of ALL students will be AT or ABOVE the expected level of achievement [based on the Victorian Curriculum] in Reading, Writing and Number.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	To improve consistency in Instructional practice across the school	Yes
KIS 2 Building practice excellence	To build staff capacity to use data to differentiate teaching	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.	Significant growth in the area of developing consistency in teacher practice for Reading has similarly been reflected in the NAPLAN 2018 Relative Growth data [Reading] which was above state. This practice is to be utilised to develop and embed consistency of teacher practice in Writing. The School will engage with the consultant utilised in the previous 18 months to embed teacher practices in Writers Workshop for 2019. There is still an inconsistency in staff capacity to utilise data to differentiate teaching. Hastings PS will engage in the 2019 PLC [Professional Learning Community] Initiative to build the capacity of Middle Leaders in the use of data in the Inquiry Cycle. Relative Growth [NAPLAN] in Numeracy remains significantly below State [trend over time] however the LOW growth has reduced significantly it is not reflected in lifting from MEDIUM to HIGH. Consistency of teacher practice in Numeracy will become a focus for 2020.	

Goal 2	To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.

12 Month Target 2.1	To reduce the number of student days of absence of 20 or more days and have fewer % than State. To match or have greater % than State for the Attitudes to School Survey Indicators * Classroom Behaviour * Student Voice and Agency * Connectedness to School

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	To improve student voice and agency across the school	Yes
KIS 2	To improve student attendance	Yes

Intellectual engagement and self-awareness		
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.	Student attendance remains a significant focus at Hastings Primary School with well established processes/procedures to support student attendance. Each cohort has experienced an improvement [reduction] in 20+ days of absence. Student leadership pathways are well documented with students being actively involved right from Foundation level. Every student is involved in using their voice to support their learning outcomes and through forums to impact school environment and activities etc. The focus in 2019 will involve developing student understanding of agency. Attitudes to School data Behaviour - this indicator is BELOW state. Student forums post survey indicate a lower tolerance for disruptions to learning and concerns over a select number of students. Voice and Agency - Indicator is ABOVE state - however student understanding of Agency needs to be improved. Connectedness to School - data reflects a strong sense of connectedness to school however the indicator is just BELOW state.	

Goal 3	To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.	
12 Month Target 3.1	To match or have greater % than State for the Parent Opinion Survey Indicators * Stimulating Learning Environment * Effective Teaching	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Improve parent participation and involvement in student learning	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.	Parent/carer engagement with school continues to be challenging. Increased communication and providing more opportunities to participate with their child's learning will be prioritised for 2018. 2018 Parent Opinion Survey data shows an improvement in Stimulating Learning Environment although it is still BELOW state. The indicator is ABOVE state for Effective Teaching. 2019 will be a year to capitalise on the positive response to Effective Teaching by improving communication and promoting the learning environment and providing opportunities for parents/carers to participate further in their child/ren learning within the school setting.	

Define Actions, Outcomes and Activities

Goal 1	GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.
12 Month Target 1.1	NAPLAN 2019 75% or greater, of Yr5 students will have medium to high relative growth in Reading, Writing and Number. Teacher Judgements 2019 75% or greater of ALL students will be AT or ABOVE the expected level of achievement [based on the Victorian Curriculum] in Reading, Writing and Number.
KIS 1 Building practice excellence	To improve consistency in Instructional practice across the school
Actions	Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve literacy and numeracy outcomes through collaborative planning and assessment practices, including moderation. Develop teacher knowledge and capacity to utilise 'peer observations' as a method of improving teacher practice with a direct link to improving student learning outcomes. Develop teacher capacity to embed the agreed model of curriculum delivery - supported through the use of peer observations. Develop teacher knowledge of explicit teaching strategies [HiTs].
Outcomes	Students will: - experience a consistent model of curriculum delivery - know they have been successful and understand why they have been successful - be confident in seeking further explanation for concepts not yet understood - understand what they need to improve - be able to provide feedback on their learning and the teaching they received - experience improved individual NAPLAN scores - experience improved relative growth NAPLAN scores Teachers will: - plan collaboratively to ensure differentiated instruction - participate in whole school professional learning targeted at HiTs - use consistent approaches [including Hits] to teach literacy and numeracy across the school - effectively analyse multiple sources of student learning data - demonstrate understanding of each students' needs and strengths - use a variety of learning tasks to support transfer of knowledge - utilise a Cycle of Inquiry to assess student work against prior achievements rather than other students' work

	- participate in whole school professional learning targeted at the teaching model - draw upon best practice to improve pedagogy - develop an action plan for improving their practice through the use of peer observations - be actively involved in peer observations/reflections of this process - experience observable changes in their practice [through peer observation reflective conversations and anecdotes] Principal will: - understand the development needs of each staff member and support the development of their knowledge and capacity in providing consistent delivery of classroom practices.
Success Indicators	Planning documents will reference; student learning data [face to data], evidence of assessment and moderation of student learning, HiT strategies being utilised,and the model of curriculum delivery embedded. The Cycle of inquiry will become embedded in collaborative team PLTs and evident in planning documents [being driven from the Professional learning at PLC Initiative]. Peer observations will be linked to PDP with clear documentation around observations, goal and observable changes in practice.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Education Consultant with the Literacy Team will reflect and evaluate on the implementation and consolidation Writers Workshop Model.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Introduction of Writers Workshop including literacy consultant, Lyn Watts for Term 2 curriculum day for all staff, and resourcing to support instructional consistency at all levels.	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 2	$10,000.00 ☑ Equity funding will be used
Teachers to link PDP to HITS	☑ Learning Specialist(s) ☑ PLC Leaders ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☑ Teacher(s)				
	☑ Team Leader(s)				
PD staff on effective conferencing strategies [Writers Workshop]	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,200.00 ☑ Equity funding will be used	

KIS 2 Building practice excellence	To build staff capacity to use data to differentiate teaching
Actions	Involvement in the 2019 PLC [Professional Learning Community] Initiative Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve literacy and numeracy outcomes through collaborative planning and assessment practices, including moderation. Improve data literacies of all teachers, including the understanding and use of formative assessment. Link analysis of assessment data to planning for student needs
Outcomes	Students will: - experience a consistent model of curriculum delivery - experience success and understand why they have been successful and understand what they need to improve - be confident in seeking further explanation for concepts not yet understood - be able to provide feedback on their learning and the teaching they received - experience improved individual NAPLAN scores - experience improved relative growth NAPLAN scores Teachers will: - effectively analyse multiple sources of student learning data and plan collaboratively to ensure differentiated instruction - collaborate to analyse student assessment data to subsequently identify teaching strategies to challenge all students - use consistent approaches [including Hits] to teaching literacy and numeracy across the school - demonstrate understanding of each students' needs and strengths - use a variety of learning tasks to support transfer of knowledge - utilise the PLC Cycle of Inquiry to assess student work against prior achievements - draw upon best practice to improve pedagogy

	- develop an action plan for improving their practice through the use of peer observations - experience observable changes in their practice [through peer observation reflective conversations and anecdotes] Principal will: - understand the development needs of each staff member and support the development of their knowledge and capacity in providing consistent delivery of classroom practices. - provide opportunities for developing teacher capacity in data literacy and formative assessment
Success Indicators	The PLC Initiative will provide an Inquiry Cycle Challenge that will be presented to SIT [School Improvement Team] Planning documents will reference; student learning data [face to data], evidence of assessment and moderation of student learning, HiT strategies being utilised,and the model of curriculum delivery embedded. Student assessment data will show improvement.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage in 2018 PLC initiative - fund an extra staff member to attend [8 days CRT]	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,200.00 ☑ Equity funding will be used
Participate in the PLC Initiative with Community Of Practice [COP to be established once PLC Initiative begins]	☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,200.00 ☑ Equity funding will be used
Employment of education support staff to deliver intervention programs and support classroom learning at all levels.	☑ Education Support	☑ PLP Priority	from: Term 1 to: Term 4	$99,000.00 ☑ Equity funding will be used
Participation in the Southern Peninsula Data club	☑ School Improvement Team	☑ PLP Priority	from: Term 1	$4,000.00

				to: Term 4	☑ Equity funding will be used
Whole staff and Level specific PD around data literacy	☑ Education Support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used
All ES staff to be trained in LEAP modules 1 - 4.	☑ Education Support	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used

Goal 2	To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.
12 Month Target 2.1	To reduce the number of student days of absence of 20 or more days and have fewer % than State. To match or have greater % than State for the Attitudes to School Survey Indicators * Classroom Behaviour * Student Voice and Agency * Connectedness to School
KIS 1 Intellectual engagement and self-awareness	To improve student voice and agency across the school
Actions	Involvement in the 2019/2020 PMSS [Primary Mathematics Science Specialist] Initiative - Two Lead Staff members leading; Develop teacher's understandings and pedagogies in the Science/STEAM curriculum to provide stimulating learning and support student outcomes Develop teacher's use of ICT to provide stimulating learning and support student outcomes. Develop teachers' capacity through the PLC Initiative to enable student voice and agency within all learning experiences;

	to further develop student's understanding of their learning in order that they can set learning goals and reflect on their learning progress Develop a greater understanding of all students attitudes to school
Outcomes	Students will: - experience greater confidence in learning - be consistently exposed to stimulating learning experiences - experience success and understand why they have been successful - be confident in seeking further explanation for concepts not yet understood - experience a consistent model of curriculum delivery - be able to provide feedback on their learning and the teaching they received - be involved in co-constructing success criteria for learning experiences - be involved in setting learning goals - document their learning progress Teachers will: - participate in professional development supporting the delivery of Science/STEAM curriculum - be guided in their practice by lead staff [PMSS] - be confident in utilising STEAM within the classroom setting - deliver a consistent teaching model - analyse student feedback as a part of teacher growth - seek student input to co-construct learning experiences Principal will: - understand the development needs of each staff member and support the development of their knowledge and capacity to promote student motivation and learning confidence through the consistent use of stimulating learning experiences.
Success Indicators	Student Leadership Pathways are documented with meeting agenda/minutes. Student learning voice/agency will be demonstrated in TEACHER Conferencing notes/planning documents [conf. schedules] Students learning/reflection journals [in Literacy with Reading & Writing Workshops] Attitudes to School data in the following indicators will have shown improvement and met or be above State. - Behaviour - Voice and Agency - Connectedness to School

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementing Student Advocacy forums focusing on Classroom behaviour, Student Motivation and Connectedness to school	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
PD staff on goal setting, feedback and reflection - [SSSO]	☑ Team Leader(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Intellectual engagement and self-awareness	To improve student attendance
Actions	Student Well-Being team to review Attendance procedures. Student Well-Being to develop a tracking system for monitoring attendance concerns.
Outcomes	Students will: - experience a reduction in absenteeism - focus on goal setting for Individual Attendance Plans - experience greater confidence in learning - be consistently exposed to stimulating learning experiences - experience success and understand why they have been successful - be confident in seeking further explanation for concepts not yet understood - experience a consistent model of curriculum delivery - be able to provide feedback on their learning and the teaching they received - be involved in co-constructing success criteria for learning experiences Teachers will: - be guided in their practice by the Well Being Team

	- support students for improved attendance/punctuality - will deliver a consistent model of support of the [reviewed] Attendance plan Principal/Leaders will: - understand the development needs of each staff member and support the development of their knowledge and capacity to promote student motivation and learning confidence through the consistent use of stimulating learning experiences. - schedule meetings focusing on improving student attendance -Liaise with parents/ carers to support their child's improved attendance -support teachers in developing Student Individual Attendance Plans
Success Indicators	Student attendance remains a significant focus at Hastings Primary School with well established processes/procedures to support student attendance. Each cohort will experience an improvement [reduction] in 20+ days of absence.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student counsellor employed 4 days per week	☑ Allied Health	☐ PLP Priority	from: Term 1 to: Term 4	$53,440.00 ☑ Equity funding will be used
Identify students/families with low attendance and develop an individual attendance plan	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Student well being fortnightly meetings monitor attendance and continue to work on parent/ carer engagement	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review the Attendance Policy	☑ Wellbeing Team	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used

Goal 3	To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.
12 Month Target 3.1	To match or have greater % than State for the Parent Opinion Survey Indicators * Stimulating Learning Environment * Effective Teaching
KIS 1 Parents and carers as partners	Improve parent participation and involvement in student learning
Actions	Formalise and document communication protocols to increase parent communication strategies to strengthen the link between home and school Increase parent/carer access to and quality of information about school community and student learning through two-way communication platforms Provide parent education [via forums] to support a positive partnership with educators
Outcomes	Parents/carers will - understand and use the appropriate communication tools/platforms provided by the School - be more informed and involved in school curriculum and activities - improved participation in the classroom and at school Teachers will -recognise and articulate the value in communicating with families in a range of ways. - understand the appropriate communication tools to use and at which time -encourage parents/carers to volunteer in classrooms Leaders will -provide opportunities for improved teacher-parent/carer communication and participation -provide opportunities for parent/carer education
Success Indicators	A consistent whole school approach to two-way communication that utilises the current APPS [Flexibuzz, DOJO, Sentral, Website] Parent Opinion Survey Data will reflect improvements in the following indicators;

	- Stimulating Learning Environment - Effective Teaching Data collected that reflects a greater number of parent volunteers within the school setting.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document and track parent participation on Sentral; Parent teacher interviews, SSG meetings, KidsMatter celebrations	☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Conduct parent/carer education/forums on:- Student wellbeing and behavioural expectations Literacy and Numeracy Helping students at home with their learning	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Teach staff to utilise communication tools appropriate to their roles, including the current APPS [Flexibuzz, DOJO, Sentral, Website] to facilitate home/school communication and build positive relationships.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provision of and Professional Learning for staff to understand communication tools including the current APPS [Flexibuzz, DOJO, Sentral, Website]	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$212,540.00	$212,540.00
Additional Equity funding	$0.00	$0.00
Grand Total	$212,540.00	$212,540.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Education Consultant with the Literacy Team will reflect and evaluate on the implementation and consolidation Writers Workshop Model.	from: Term 1 to: Term 4		$20,000.00	$20,000.00
Introduction of Writers Workshop including literacy consultant, Lyn Watts for Term 2 curriculum day for all staff, and resourcing to support instructional consistency at all levels.	from: Term 2 to: Term 2		$10,000.00	$10,000.00
PD staff on effective conferencing strategies [Writers Workshop]	from: Term 1 to: Term 4		$1,200.00	$1,200.00
Engage in 2018 PLC initiative - fund an extra staff member to attend [8 days CRT]	from: Term 1 to: Term 4		$3,200.00	$3,200.00

Participate in the PLC Initiative with Community Of Practice [COP to be established once PLC Initiative begins]	from: Term 1 to: Term 4		$3,200.00	$3,200.00
Employment of education support staff to deliver intervention programs and support classroom learning at all levels.	from: Term 1 to: Term 4		$99,000.00	$99,000.00
Participation in the Southern Peninsula Data club	from: Term 1 to: Term 4		$4,000.00	$4,000.00
Whole staff and Level specific PD around data literacy	from: Term 1 to: Term 4		$4,000.00	$4,000.00
All ES staff to be trained in LEAP modules 1 - 4.	from: Term 1 to: Term 4		$2,500.00	$2,500.00
Student counsellor employed 4 days per week	from: Term 1 to: Term 4		$53,440.00	$53,440.00
Conduct parent/carer education/forums on:- Student wellbeing and behavioural expectations Literacy and Numeracy Helping students at home with their learning	from: Term 1 to: Term 4		$2,000.00	$2,000.00
Provision of and Professional Learning for staff to understand communication tools including the current APPS [Flexibuzz, DOJO, Sentral, Website]	from: Term 1		$10,000.00	$10,000.00

	to: Term 4			
Totals			$212,540.00	$212,540.00

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
Education Consultant with the Literacy Team will reflect and evaluate on the implementation and consolidation Writers Workshop Model.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders ☑ External consultants Lynne Watts	☑ On-site
Introduction of Writers Workshop including literacy consultant, Lyn Watts for Term 2 curriculum day for all staff, and resourcing to support instructional consistency at all levels.	☑ All Staff	from: Term 2 to: Term 2	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day	☑ External consultants Lynne Watts	☑ On-site
Teachers to link PDP to HITS	☑ Learning Specialist(s) ☑ PLC Leaders ☑ PLT Leaders ☑ Teacher(s) ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

PD staff on effective conferencing strategies [Writers Workshop]	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Engage in 2018 PLC initiative - fund an extra staff member to attend [8 days CRT]	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ Off-site PLC Initiative professional learning conducted offsite. Venue TBC
Participate in the PLC Initiative with Community Of Practice [COP to be established once PLC Initiative begins]	☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Network Professional Learning	☑ PLC Initiative ☑ Internal staff	☑ Off-site Visits to COP schools To be arranged
Employment of education support staff to deliver intervention programs and support classroom learning at all levels.	☑ Education Support	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network Professional Learning	☑ Internal staff	☑ Off-site Provider - Versa Learn Venue to be confirmed
Participation in the Southern Peninsula Data club	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Network Professional Learning	☑ VCAA Curriculum Specialist	☑ Off-site Principal Network meeting

					☑ Departmental resources Data coaches	venues TBC
Whole staff and Level specific PD around data literacy	☑ Education Support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Learning Specialist ☑ Departmental resources Regional Data coach	☑ On-site
All ES staff to be trained in LEAP modules 1 - 4.	☑ Education Support	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network Professional Learning	☑ External consultants Versa Learn	☑ Off-site Versa Learn providers - venue to be confirmed
Implementing Student Advocacy forums focusing on Classroom behaviour, Student Motivation and Connectedness to school	☑ All Staff	from: Term 2 to: Term 3	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
PD staff on goal setting, feedback and reflection - [SSSO]	☑ Team Leader(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Preparation ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources SSSO	☑ On-site