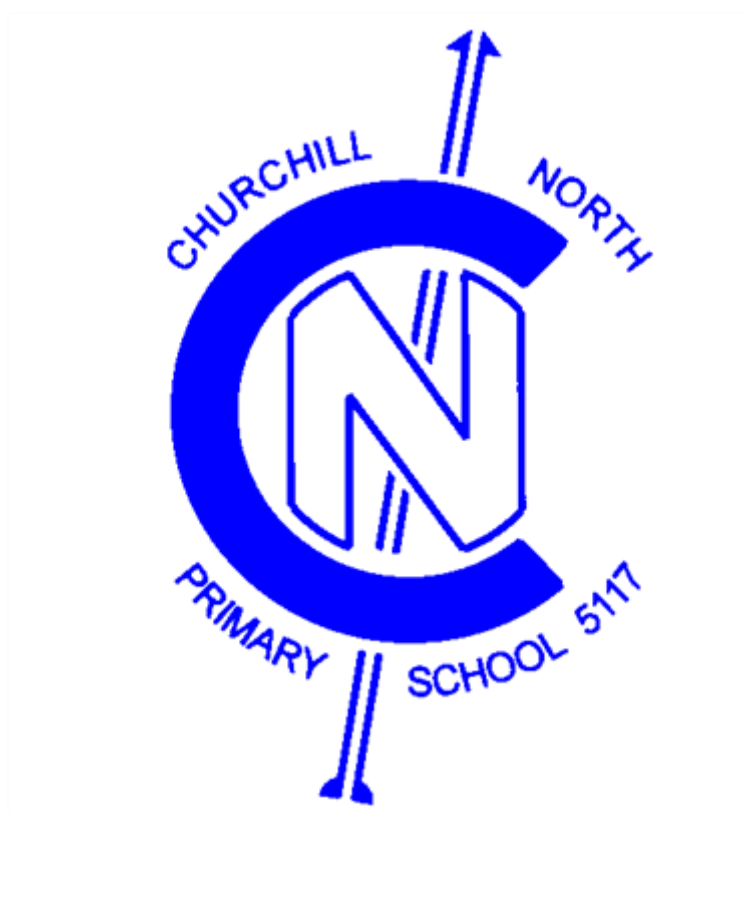


# 2019 Annual Implementation Plan

## for improving student outcomes

Churchill North Primary School (5117)



Submitted for review by Debbie Edwards (School Principal) on 13 February, 2019 at 02:49 PM  
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 13 February, 2019 at 05:21 PM  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2019

Churchill North Primary School (5117)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding	
	Curriculum planning and assessment	Embedding	
	Evidence-based high-impact teaching strategies	Embedding	
	Evaluating impact on learning	Embedding	
<b>Professional leadership</b>	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	
	Setting expectations and promoting inclusion	Evolving	
	Health and wellbeing	Excelling	
	Intellectual engagement and self-awareness	Evolving	

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

<b>Enter your reflective comments</b>	Numeracy and reading data is not yet reflective of a targeted and well-resourced improvement agenda. The school leadership continues to provide a clear and explicit school improvement agenda through FISO, SSP and AIP alignment and improvement priorities in curriculum and teaching practice. Through application of greater rigour and consistency in the PLT implementation, teacher efficacy will build in response to measuring the impact of teacher practice, along with responses to addressing differentiation in appropriacy and timely interventions and challenge, and through a systematic and whole school approach.
<b>Considerations for «Year1»</b>	The terms of reference for our schools 2018 review reflected on the following: Question 1: To what extent do staff utilise an improvement cycle to systematically monitor the effectiveness of the learning program and make necessary adjustments based on data to maximise learning growth? This element of the review will largely guide the work of 2019. “There was panel agreement that interventions appropriate to students who do not achieve learning growth over the four-

	week cycle were insufficient. The panel agreed that the PLT responses to these issues were inconsistent as evidenced through teacher and instructional leader focus groups, and a more rigorous approach was required to address end of cycle results, student learning challenge, and consideration of impact of teacher practice.”
<b>Documents that support this plan</b>	

Draft

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise student learning in reading and numeracy	Yes	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• increase the % of students in the top two bands in NAPLAN in year 3 and 5 reading</li> <li>• decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 reading</li> <li>• increase the % of students with high or medium gain in NAPLAN in reading</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• increase the % of students in the top two bands in NAPLAN in year 3 and 5 numeracy</li> <li>• decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 numeracy</li> <li>• increase the % of students with high or medium gain in NAPLAN in reading and numeracy</li> </ul> <p>(target percentage increases were not determined by the panel and are for the school to refine)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Maintain the % of students in the top two bands in NAPLAN in year 3 and 5 reading. Year 3 to 35% and Year 5 to 22% (2018 network levels)</li> <li>• decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 reading. Year 3 to 22% and Year 5 to 25%</li> <li>• maintain the % of students with high or medium gain in NAPLAN in reading to 80%</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Maintain the % of students in the top two bands in NAPLAN in year 3 and 5 numeracy. Year 3 to 30% and Year 5 to 22% (2018 network levels).</li> <li>• decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 numeracy. Year 3 to 18% and Year 5 to 14%.</li> <li>• maintain the % of students with high or medium gain in NAPLAN in numeracy to 75%.</li> </ul>

		<p>Reading</p> <ul style="list-style-type: none"> <li>• achieve a minimum 12 months growth for every student in reading at each year level in teacher judgement</li> <li>• increase the % of students achieving expected DET Victoria levels</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• achieve a minimum 12 months growth for every student in numeracy at each year level in teacher judgement</li> <li>• increase the % of students achieving expected DET Victoria levels</li> </ul> <p>(target percentage increases were not determined by the panel and are for the school to refine)</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Increase minimum 12 months growth for every student in reading at each year level in teacher judgement, see incremental table</li> <li>• increase the % of students achieving expected DET Victoria levels for all students at and above in reading to 50% (based upon 2018 levels of 41% whole school data).</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Increase minimum 12 months growth for every student in numeracy at each year level in teacher judgement, see incremental table</li> <li>• increase the % of students achieving expected DET Victoria levels for all students at and above in numeracy to 70% (based upon 2018 levels of 63% whole school data).</li> </ul>
<p>To improve student engagement and motivation through increased student voice and agency</p>	<p>No</p>	<ul style="list-style-type: none"> <li>• increase the % of positive responses in student voice and agency in Attitudes to School Survey in the dimensions of differentiated learning challenge, self-regulation and goal setting, and stimulating learning</li> </ul> <p>(target percentage increases were not determined by the panel and are for the school to refine)</p>	

		<ul style="list-style-type: none"> <li>• increase the average daily attendance in foundation to year 6</li> </ul> <p>(target percentage increases were not determined by the panel and are for the school to refine)</p>	
To consolidate the school culture of collaboration and shared responsibility that recognises and responds to the individual needs of all students	No	<p>improve the percentage of: (Supplementary Panorama Report, Pride and Confidence)</p> <ul style="list-style-type: none"> <li>• Students who felt connected to school</li> <li>• Staff positive about school climate</li> <li>• Parents satisfied with the school overall</li> </ul> <p>(target percentage were not determined by the panel and are for the school to refine)</p>	
		<ul style="list-style-type: none"> <li>• improve % of staff satisfaction levels in the dimensions of: collaboration, collective efficacy, academic emphasis, staff trust and collective responsibility in Staff Opinion Survey</li> </ul> <p>(target percentage were not determined by the panel and are for the school to refine)</p>	

		<ul style="list-style-type: none"> <li>• improve % of student satisfaction levels in the dimensions of: safety, teacher concern, resilience and sense of confidence in ATOSS</li> </ul> <p>(target percentage increases were not determined by the panel and are for the school to refine)</p>	
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<b>Goal 1</b>	To maximise student learning in reading and numeracy
<b>12 Month Target 1.1</b>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Maintain the % of students in the top two bands in NAPLAN in year 3 and 5 reading. Year 3 to 35% and Year 5 to 22% (2018 network levels)</li> <li>• decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 reading. Year 3 to 22% and Year 5 to 25%</li> <li>• maintain the % of students with high or medium gain in NAPLAN in reading to 80%</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Maintain the % of students in the top two bands in NAPLAN in year 3 and 5 numeracy. Year 3 to 30% and Year 5 to 22% (2018 network levels).</li> <li>• decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 numeracy. Year 3 to 18% and Year 5 to 14%.</li> <li>• maintain the % of students with high or medium gain in NAPLAN in numeracy to 75%.</li> </ul>
<b>12 Month Target 1.2</b>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Increase minimum 12 months growth for every student in reading at each year level in teacher judgement, see incremental table</li> <li>• increase the % of students achieving expected DET Victoria levels for all students at and above in reading to 50% (based upon 2018 levels of 41% whole school data).</li> </ul>



	<p>Numeracy</p> <ul style="list-style-type: none"> <li>• Increase minimum 12 months growth for every student in numeracy at each year level in teacher judgement, see incremental table</li> <li>• increase the % of students achieving expected DET Victoria levels for all students at and above in numeracy to 70% (based upon 2018 levels of 63% whole school data).</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Instructional and shared leadership	model and communicate a clear and explicit school improvement approach through a strong and united leadership team and build the capacity of instructional leaders	No
<b>KIS 2</b> Curriculum planning and assessment	ensure ongoing analysis of student achievement to inform sequential curriculum planning and students' personalised learning, including a rigorous intervention process	No
<b>KIS 3</b> Building practice excellence	build practice excellence as a result of routine use of student data to determine teacher professional learning and strengthen teacher practice, targeted to differentiating learning to student need and through the use of an observation cycle of teaching practice	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Data analysis demonstrated a high proportion of students demonstrating low to medium growth in reading & numeracy and NAPLAN data indicated that school achievement was below state means. The panel agreed with the school leadership to maintain a narrow and deep focus on reading aligned with FISO improvement priorities of Curriculum planning and assessment and Building practice excellence	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise student learning in reading and numeracy
<b>12 Month Target 1.1</b>	<p>Reading</p> <ul style="list-style-type: none"> <li>Maintain the % of students in the top two bands in NAPLAN in year 3 and 5 reading. Year 3 to 35% and Year 5 to 22% (2018 network levels)</li> <li>decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 reading. Year 3 to 22% and Year 5 to 25%</li> <li>maintain the % of students with high or medium gain in NAPLAN in reading to 80%</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>Maintain the % of students in the top two bands in NAPLAN in year 3 and 5 numeracy. Year 3 to 30% and Year 5 to 22% (2018 network levels).</li> <li>decrease the % of students in the bottom two bands in NAPLAN in year 3 and 5 numeracy. Year 3 to 18% and Year 5 to 14%.</li> <li>maintain the % of students with high or medium gain in NAPLAN in numeracy to 75%.</li> </ul>
<b>12 Month Target 1.2</b>	<p>Reading</p> <ul style="list-style-type: none"> <li>Increase minimum 12 months growth for every student in reading at each year level in teacher judgement, see incremental table</li> <li>increase the % of students achieving expected DET Victoria levels for all students at and above in reading to 50% (based upon 2018 levels of 41% whole school data).</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>Increase minimum 12 months growth for every student in numeracy at each year level in teacher judgement, see incremental table</li> <li>increase the % of students achieving expected DET Victoria levels for all students at and above in numeracy to 70% (based upon 2018 levels of 63% whole school data).</li> </ul>

<b>KIS 1</b> Building practice excellence	build practice excellence as a result of routine use of student data to determine teacher professional learning and strengthen teacher practice, targeted to differentiating learning to student need and through the use of an observation cycle of teaching practice
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Leadership to support teachers in building teacher capacity via reviewing planners, professional development and coaching.</li> <li>2. Leadership &amp; Instructional Leaders will embed greater rigor and consistency in PLT implementation.</li> <li>3. Staff will monitor data collection within PLTs and use this to measure the impact of teacher practice.</li> <li>4. Staff will embed rigorous interventions appropriate to students who do not achieve learning growth in pre and post assessments.</li> <li>5. Staff will explicitly plan to differentiate learning for all students by providing appropriate challenge and extension which will be evident in teacher planning.</li> </ol>
<b>Outcomes</b>	<p>Leadership-</p> <ul style="list-style-type: none"> <li>• Planning documents will indicate improvements in the area of Explicit Teaching</li> <li>• PLT's will show evidence of greater tracking and monitoring of intervention/extension</li> <li>• EIL will improve the capacity of Instructional Leaders as evident in maintaining or improving data sets of the SOP survey in all elements of Professional Learning.</li> <li>• Time will be scheduled for planning and development of ILP's to increase communication between home &amp; school which will be evident in maintaining or improving data sets of the Parent Opinion Survey, this school gives me opportunities to participate in my child's education, teachers communicate with me often enough about my child's progress.</li> <li>• Resources allocated to Reading and Numeracy intervention/extension will demonstrate evidence of improvements to student outcomes.</li> <li>• Tracked students will be monitored twice termly to ensure 12 month Learning growth is made.</li> </ul> <p>Teachers-</p> <ul style="list-style-type: none"> <li>• CAT continuums will indicate learning growth from Pre and Post Data.</li> <li>• PLT logs will reflect strong communication between Teachers and Intervention/Extension teachers.</li> <li>• Teachers will plan, track, implement and monitor ILP's using the whole school ILP procedure and a decrease in students on an ILP will be achieved from Term 1 to Term 4.</li> <li>• Tracked students will be evidenced in planners to ensure accountability of growth.</li> </ul> <p>Students-</p> <ul style="list-style-type: none"> <li>• Students will receive feedback in relation to CAT progress from AGA award and know where to progress their learning to next.</li> </ul> <p>Parents -</p> <ul style="list-style-type: none"> <li>• Parent survey will indicate improvements to the domain of parent community engagement.</li> </ul> <p>Outcomes expanded in attachment</p>
<b>Success Indicators</b>	<p>Leadership-</p> <ul style="list-style-type: none"> <li>• Termly actions lead to improvements in teacher capacity outlined in SOP and PLC Matrix:</li> </ul>

	<ul style="list-style-type: none"> <li>Coaching Reflection will show growth for all staff in their maturity of (Hit 3) &amp; (Hit 10)</li> <li>Growth evident in Whole School Data Tracking of CATS, 12 month Learning Growth and DET Targets</li> <li>Coaching feedback to PLT's will demonstrate growth in PLC Matrix.</li> <li>Staff will have greater understanding of whole school assessments as evident in maintaining or improving data sets of the SOP survey in</li> </ul> <p>Teachers-</p> <ul style="list-style-type: none"> <li>Teacher trackers will indicate an increase of students achieving 12 month Learning Growth and expected DET Targets in Reading and Numeracy.</li> <li>PLT logs will indicate teachers engaging in high level discussion around measuring the impact of their teaching practice against student outcomes, as evident in maintaining or improving data sets of the SOP survey</li> <li>Teachers will achieve growth as demonstrated on the continuum for (Hit 3) &amp; (Hit 10) which will be evident in maintaining or improving data sets of the POS.</li> <li>Teacher planning will reflect the whole school Instructional Model as evident in maintaining or improving data sets of the SOP survey</li> <li>Teachers will moderate CATs and triangulate data displayed on Data Wall for great consistency and will be evident in maintaining or improving data sets of the SOP survey</li> </ul> <p>Students-</p> <ul style="list-style-type: none"> <li>Students will make 12 month learning growth in Reading and Numeracy.</li> <li>Attitudes to school survey including all areas of Effective teaching time and Differentiated learning challenge will be maintained or improve.</li> <li>Students will achieve ILP Targets and come off their ILP.</li> </ul> <p>Parents -</p> <ul style="list-style-type: none"> <li>Be able to identify the schools focus of Numeracy &amp; Reading</li> <li>Will know whether their child has an ILP for Numeracy and or Reading.</li> </ul> <p>Success indicators expanded in attachment</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action 1, Activity 1 Leading Teacher will work with Leadership in coordinating termly action with Instructional Leaders which will be aligned to support achievement of AIP targets.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Action 1, Activity 2 PLC to focus on building teacher capacity through common professional learning around the schools instructional model.</p>	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Action 1, Activity 3 Leadership will provide Coaching and Reflection for teachers weekly.</p> <p>Observation of each other's practice relating to the instructional model through structured sharing within PLT's, including constructive and supportive feedback of videoed Reading &amp; numeracy lessons.</p> <p>Teachers will observe their colleagues Teaching Practice and provide feedback.</p> <p>Mentors will build the teacher capacity of graduates around the instructional and whole school improvement model.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Action 1, Activity 4 Create a termly schedule of professional learning based upon the identified teacher needs in relation to trends noted in auditing common weekly teacher planners.</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Action 1, Activity 5 Review whole school model for coaching, feedback, fish bowling and observation.</p>	<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
<p>Action 2, Activity 1 Build collective understanding of effective PLT practice across the school, with a focus on the systematic use of an inquiry cycle and</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

student data to guide planning, teaching and assessing the impact of teaching. - Review & Revise agreed PLT Norms			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Action 2, Activity 2 Leadership to observe, coach and support the development of PLT practice.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 3, Activity 1 Build the data literacy of all staff through whole school PD to analyse student outcomes and measure their teaching impact to inform planning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 3, Activity 2 Review & refine the systematic assessment practices for monitoring reading and numeracy growth through the use of data walls & CAT continuums.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 3, Activity 3 Develop agreed expectations in the use of targeted assessment data to inform planning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 3, Activity 4 Review the whole school reading and numeracy assessment tools and build teacher understanding of the use and application of the data to improve planning and student outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 3, Activity 5 Build regular whole school moderation processes in reading and numeracy assessment.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

Schedule time for moderation of CATs and triangulation of data for greater confidence and consistency when data is added to the data wall.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Action 4, Activity 1 Identify students who are below the expected level in Reading for targeted intervention in year F to 6, prioritising weakest cohorts. As per 2018 DET target Narrative: Priority 1- 2019 Year 3 cohort Priority 2- 2019 Year 4 cohort Priority 3- 2019 Year 1 cohort  NAPLAN Intervention provided in Reading and Number in during Term 1 and 2 2019. As per NAPLAN whole school plan.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 4, Activity 2 Revise structures for reading intervention, including regular (weekly/fortnightly) alignment of practice and monitoring of progress fed back to PLT's.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 5, Activity 1 Identify students who are above the expected level in Numeracy for targeted intervention in year F to 6.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$72,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 5, Activity 2 Documented structures for numeracy intervention (extension), including regular (weekly/fortnightly) alignment of practice monitoring of progress fed back to PLT's	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$491,000.00	\$436,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$491,000.00</b>	<b>\$436,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Action 1, Activity 1 Leading Teacher will work with Leadership in coordinating termly action with Instructional Leaders which will be aligned to support achievement of AIP targets.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <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 <input checked="" type="checkbox"/> Assets	\$200,000.00	\$200,000.00
Action 1, Activity 2 PLC to focus on building teacher capacity through common professional learning around the schools instructional model.	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"/> Assets	\$10,000.00	\$10,000.00
Action 1, Activity 3 Leadership will provide Coaching and Reflection for	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$20,000.00



<p>teachers weekly.</p> <p>Observation of each other's practice relating to the instructional model through structured sharing within PLT's, including constructive and supportive feedback of videoed Reading &amp; numeracy lessons.</p> <p>Teachers will observe their colleagues Teaching Practice and provide feedback.</p> <p>Mentors will build the teacher capacity of graduates around the instructional and whole school improvement model.</p>	<p>to: Term 4</p>	<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		
<p>Action 1, Activity 4</p> <p>Create a termly schedule of professional learning based upon the identified teacher needs in relation to trends noted in auditing common weekly teacher planners.</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
<p>Action 2, Activity 1</p> <p>Build collective understanding of effective PLT practice across the school, with a focus on the systematic use of an inquiry cycle and student data to guide planning, teaching and assessing the impact of teaching.</p> <p>- Review &amp; Revise agreed PLT Norms</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
<p>Action 2, Activity 2</p> <p>Leadership to observe, coach and support the development of PLT practice.</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$10,000.00	\$10,000.00
<p>Action 3, Activity 1</p> <p>Build the data literacy of all staff through whole school PD to analyse student outcomes and measure their teaching impact to inform planning.</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$20,000.00	\$10,000.00

<p>Action 3, Activity 2 Review &amp; refine the systematic assessment practices for monitoring reading and numeracy growth through the use of data walls &amp; CAT continuums.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets</p>	<p>\$20,000.00</p>	<p>\$5,000.00</p>
<p>Action 3, Activity 3 Develop agreed expectations in the use of targeted assessment data to inform planning.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets</p>	<p>\$10,000.00</p>	<p>\$10,000.00</p>
<p>Action 3, Activity 4 Review the whole school reading and numeracy assessment tools and build teacher understanding of the use and application of the data to improve planning and student outcomes.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets</p>	<p>\$30,000.00</p>	<p>\$10,000.00</p>
<p>Action 3, Activity 5 Build regular whole school moderation processes in reading and numeracy assessment.  Schedule time for moderation of CATs and triangulation of data for greater confidence and consistency when data is added to the data wall.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets</p>	<p>\$20,000.00</p>	<p>\$20,000.00</p>
<p>Action 4, Activity 1 Identify students who are below the expected level in Reading for targeted intervention in year F to 6, prioritising weakest cohorts. As per 2018 DET target Narrative: Priority 1- 2019 Year 3 cohort Priority 2- 2019 Year 4 cohort Priority 3- 2019 Year 1 cohort  NAPLAN Intervention provided in Reading and Number in during Term 1 and 2 2019. As per NAPLAN whole school plan.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>	<p>\$50,000.00</p>	<p>\$50,000.00</p>

Action 4, Activity 2 Revise structures for reading intervention, including regular (weekly/fortnightly) alignment of practice and monitoring of progress fed back to PLT's.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00
Action 5, Activity 1 Identify students who are above the expected level in Numeracy for targeted intervention in year F to 6.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$72,000.00	\$72,000.00
<b>Totals</b>			\$491,000.00	\$436,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Action 1, Activity 1 Leading Teacher will work with Leadership in coordinating termly action with Instructional Leaders which will be aligned to support achievement of AIP targets.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 1, Activity 2 PLC to focus on building teacher capacity through common professional learning around the schools instructional model.	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 1, Activity 3 Leadership will provide Coaching and Reflection for teachers weekly.  Observation of each other's practice relating to the instructional model through structured sharing within PLT's, including constructive and supportive feedback of videoed Reading & numeracy lessons.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>Teachers will observe their colleagues Teaching Practice and provide feedback.</p> <p>Mentors will build the teacher capacity of graduates around the instructional and whole school improvement model.</p>						
<p>Action 1, Activity 4 Create a termly schedule of professional learning based upon the identified teacher needs in relation to trends noted in auditing common weekly teacher planners.</p>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Action 2, Activity 1 Build collective understanding of effective PLT practice across the school, with a focus on the systematic use of an inquiry cycle and student data to guide planning, teaching and assessing the impact of teaching. - Review &amp; Revise agreed PLT Norms</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Action 2, Activity 2 Leadership to observe, coach and support the development of PLT practice.</p>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Action 3, Activity 1 Build the data literacy of all staff through whole school PD to analyse student outcomes and measure their teaching impact to inform planning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Action 3, Activity 5 Build regular whole school moderation processes in reading and numeracy assessment.</p> <p>Schedule time for moderation of CATs and triangulation of data for greater confidence and consistency when data is added to the data wall.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>