

2019 Annual Implementation Plan

for improving student outcomes

Traralgon (Kosciuszko Street) Primary School (4699)



Submitted for review by Chelsea Granger (School Principal) on 01 February, 2019 at 02:39 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 21 February, 2019 at 06:21 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>Analysis completed by Principal Team during term 4 considering Staff Opinion Survey and feedback from other forums and in relation to the PLC Maturity Matrix 2018 AIP end of cycle reflections</p> <ul style="list-style-type: none"> • New roles to be created for PLC leaders - distributing the work and creating greater role clarity. Support may be required to build capacity • Professional learning focus on HITs differentiated teaching • Principal Walkthroughs for term 1 - Explicit teaching and then terms 2-4 Differentiated Teaching • Staff collaboration - Focus on the inquiry cycle and in particular the implement and evaluate stages will need to be considered. <p>Writing</p> <ul style="list-style-type: none"> • Focus for the AIP 2019 - Differentiated Teaching with a particular focus on Writing - using the school based continuum developed • Continue with whole school writing PLC focus and developing teacher knowledge of Ideas and Voice from the 6+1 traits.
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	<ul style="list-style-type: none"> • Use the writing continuum to establish a system to monitor and track individual student writing achievement. • Continue to prioritise time to allow whole school moderation of writing using the continuum. • Identify key leading staff to undertake session 2 VCOP training.
Considerations for 2019	May be the need to gather further feedback from Staff at the beginning of 2019 to establish a baseline especially to measure the impact of the new PLC roles.
Documents that support this plan	

Draft

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>Improve student learning outcomes in literacy and numeracy P-6</p>
<p>Target 1.1</p>	<p>NAPLAN Relative Growth</p> <p>Reduce the percentage of students with low relative growth by 5% in all areas of NAPLAN</p> <p>English Online</p> <p>Increase the percentage of students in the “towards level 2” area on the English Online by 5% in every area over a 3 year period track the same cohort of students.</p> <p>Staff Opinion Survey</p> <p><i>School Climate</i> - Collective efficacy – 70%</p> <p>Collective responsibility – 85%</p> <p>Academic emphasis – 65%</p> <p>Guaranteed & viable curriculum - 85%</p> <p><i>Professional Learning</i> – Collective participation - 85%</p> <p>Active participation – 77%</p>

<p>Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies</p>	<p>Utilise the inquiry cycle during PLC meetings to prioritise and set goals collaboratively and develop and plan learning tasks with a particular focus on Differentiated Teaching (HITS) whilst continuing to embed the Explicit Teaching (HITS) initially within the area of writing moving into a focus on numeracy later in the year.</p>
<p>Goal 2</p>	<p>Increase student motivation and engagement and learning growth in Writing.</p>
<p>Target 2.1</p>	<p>Attitudes to School Survey</p> <p>School Connectedness – 4.35</p> <p>Student Motivation – 4.50</p> <p>Stimulating Learning – 4.15</p> <p>Learning Confidence – 4.00</p> <p>Teacher Effectiveness – 4.25</p> <p>Parent Opinion Survey</p> <p>Stimulated Learning – 6.00</p> <p>Staff Opinion Survey</p> <p><i>Teaching & Learning</i> –Setting Objectives & Providing Feedback - 80%</p>
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Further improve teacher understanding and use of the writing continuum to create and deliver differentiated teaching opportunities for students in writing.</p>
<p>Key Improvement Strategy 2.b Setting expectations and promoting inclusion</p>	<p>Examine Practice Principle 1 'High expectations for every student promote intellectual engagement and self-awareness' with an emphasis on Action 1.2, teachers co-designing goals with students.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student learning outcomes in literacy and numeracy P-6	Yes	<p>NAPLAN Relative Growth</p> <p>Reduce the percentage of students with low relative growth by 5% in all areas of NAPLAN</p> <p>English Online</p> <p>Increase the percentage of students in the "towards level 2" area on the English Online by 5% in every area over a 3 year period track the same cohort of students.</p> <p>Staff Opinion Survey</p> <p><i>School Climate</i> - Collective efficacy – 70%</p> <p>Collective responsibility – 85%</p> <p>Academic emphasis – 65%</p> <p>Guaranteed & viable curriculum - 85%</p> <p><i>Professional Learning</i> – Collective participation - 85%</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Triangulated teacher judgments based on the following data sets show 70% of students deemed capable gain at least one year level of growth in number.</p> <ul style="list-style-type: none"> - PAT Maths Grades Prep-6 63% (2018) - On Demand Maths 3-6 35% (2018) <p>Learning growth targets for NAPLAN year 3 to year 5</p> <p>Yr3 to Yr5 NAPLAN Reading scale scores growth to be 85 points or higher for 75% of students (66% in 2018).</p> <p>Yr3 to Yr 5 NAPLAN Writing scale scores growth to be 79 points or higher for 50% of students (34% in 2018).</p> <p>Yr 3 to Yr 5 NAPLAN Numeracy scale scores growth to be 107 or higher for 70% of students (59% in 2018).</p> <p>School Staff Survey - Module Percent Endorsement Whole school</p> <p>Teacher collaboration 81% (2018) to 85% (2019)</p> <p>Collective Focus on Student Learning 93% (2018) Maintain in 2019</p> <p>Collective Efficacy 54% (2018) to 70%</p>

		Active participation – 77%	(2019)
Increase student motivation and engagement and learning growth in Writing.	Yes	<p>Attitudes to School Survey</p> <p>School Connectedness – 4.35</p> <p>Student Motivation – 4.50</p> <p>Stimulating Learning – 4.15</p> <p>Learning Confidence – 4.00</p> <p>Teacher Effectiveness – 4.25</p> <p>Parent Opinion Survey</p> <p>Stimulated Learning – 6.00</p> <p>Staff Opinion Survey</p> <p><i>Teaching & Learning</i> –Setting Objectives & Providing Feedback - 80%</p>	<p>Teacher judgments and accompanying evidence from writing samples measured against the school developed writing continuum used to inform teacher judgments shows 80% of students deemed capable gain at least one year level of growth in writing.</p> <p>Learning growth targets for NAPLAN year 3 to year 5 Naplan writing (top 2 bands) Yr 3 - 28% (2018) 30% (2019) Yr 5 - 0% (2018) 10% (2019)</p> <p>Attitudes to School Survey - Years 4 - 6 Student voice and agency 73% (2018) to 80% (2019)</p> <p>Writing Targets - Teacher Judgment using Continuum Expected level and above 57% (2018) to 65% (2019)</p>

Goal 1	Improve student learning outcomes in literacy and numeracy P-6
12 Month Target 1.1	Triangulated teacher judgments based on the following data sets show 70% of students deemed capable gain at least one year level of growth in number.

	<p>- PAT Maths Grades Prep-6 63% (2018) - On Demand Maths 3-6 35% (2018)</p> <p>Learning growth targets for NAPLAN year 3 to year 5 Yr3 to Yr5 NAPLAN Reading scale scores growth to be 85 points or higher for 75% of students (66% in 2018). Yr3 to Yr 5 NAPLAN Writing scale scores growth to be 79 points or higher for 50% of students (34% in 2018). Yr 3 to Yr 5 NAPLAN Numeracy scale scores growth to be 107 or higher for 70% of students (59% in 2018).</p> <p>School Staff Survey - Module Percent Endorsement Whole school Teacher collaboration 81% (2018) to 85% (2019) Collective Focus on Student Learning 93% (2018) Maintain in 2019 Collective Efficacy 54% (2018) to 70% (2019)</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Utilise the inquiry cycle during PLC meetings to prioritise and set goals collaboratively and develop and plan learning tasks with a particular focus on Differentiated Teaching (HITS) whilst continuing to embed the Explicit Teaching (HITS) initially within the area of writing moving into a focus on numeracy later in the year.
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.	Focus will ensure embedding of practice, support teacher professional learning in relation to the identified HITS (Differentiated Teaching & Explicit Teaching), assist with distributed leadership across the school and ensure positive impact on student outcomes.
Goal 2	Increase student motivation and engagement and learning growth in Writing.
12 Month Target 2.1	Teacher judgments and accompanying evidence from writing samples measured against the school developed writing continuum used to inform teacher judgments shows 80% of students deemed capable gain at least one year level of growth in writing. Learning growth targets for NAPLAN year 3 to year 5

	<p>Naplan writing (top 2 bands) Yr 3 - 28% (2018) 30% (2019) Yr 5 - 0% (2018) 10% (2019)</p> <p>Attitudes to School Survey - Years 4 - 6 Student voice and agency 73% (2018) to 80% (2019)</p> <p>Writing Targets - Teacher Judgment using Continuum Expected level and above 57% (2018) to 65% (2019)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Further improve teacher understanding and use of the writing continuum to create and deliver differentiated teaching opportunities for students in writing.	Yes
KIS 2 Setting expectations and promoting inclusion	Examine Practice Principle 1 'High expectations for every student promote intellectual engagement and self-awareness' with an emphasis on Action 1.2, teachers co-designing goals with students.	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.	Reflection on focus for 2018 has identified the need for support for staff to use the co-designed writing continuum and for students to be involved in setting their own goals, self assessing against elements of the continuum and VCOP focus.	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes in literacy and numeracy P-6
12 Month Target 1.1	<p>Triangulated teacher judgments based on the following data sets show 70% of students deemed capable gain at least one year level of growth in number.</p> <ul style="list-style-type: none"> - PAT Maths Grades Prep-6 63% (2018) - On Demand Maths 3-6 35% (2018) <p>Learning growth targets for NAPLAN year 3 to year 5 Yr3 to Yr5 NAPLAN Reading scale scores growth to be 85 points or higher for 75% of students (66% in 2018). Yr3 to Yr 5 NAPLAN Writing scale scores growth to be 79 points or higher for 50% of students (34% in 2018). Yr 3 to Yr 5 NAPLAN Numeracy scale scores growth to be 107 or higher for 70% of students (59% in 2018).</p> <p>School Staff Survey - Module Percent Endorsement Whole school Teacher collaboration 81% (2018) to 85% (2019) Collective Focus on Student Learning 93% (2018) Maintain in 2019 Collective Efficacy 54% (2018) to 70% (2019)</p>
KIS 1 Evidence-based high-impact teaching strategies	Utilise the inquiry cycle during PLC meetings to prioritise and set goals collaboratively and develop and plan learning tasks with a particular focus on Differentiated Teaching (HITS) whilst continuing to embed the Explicit Teaching (HITS) initially within the area of writing moving into a focus on numeracy later in the year.
Actions	<ul style="list-style-type: none"> - Continue to prioritise PLC meetings through the provision of an additional non face to face meeting weekly and introduce PLC leaders through an expression of interest for higher duties - Revisit the improvement cycle with PLC leaders to ensure understanding and greater consistency in PLC meeting protocols and processes - Enhance staff collaboration - all PLC teams to utilise improvement cycle during meetings including consideration and focus on the implement and evaluate stages - Revisit PLC meeting protocols to deepen commitment especially around professional challenge and a commitment to focus on improving and changes in practice - Examine the range of data which is used by PLC teams and consider how formative assessment is used. Continue to encourage understanding and use of a range of data to inform teaching - Continue with professional learning sequence to embed Explicit Teaching approaches (during term 1) and introduce elements related to HITs Differentiated Teaching (terms 2-4)

	<ul style="list-style-type: none"> - Continue to utilise the Principal Walkthroughs to improve teacher practice and provide feedback with an initial focus on embedding Explicit Teaching during term 1 and assisting with implementation of Differentiated Teaching elements during terms 2-4 - Complete the development of Essential Learnings and Proficiency Scales in Number - PLC teams to utilise the Essential Learning and Proficiency Scales in Number in planning student tasks and learning sequences - Teachers to set high expectations for learning growth for all students - Small group teaching and individual targeted interventions are used to remediate learning difficulties - Establish a School Improvement Team which is focused on the school improvement agenda and monitors AIP targets - Allocate equity funding in order to tag the PLC Leaders' role at the Learning Specialist level
<p>Outcomes</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> - plan and deliver lessons (using formative assessments and knowledge of essential learnings in number and writing) which identify and explicitly target the learning needs of all students - collaborate to develop sequenced learning activities which can allow for differentiation in learning - actively engage in PLC inquiry processes with a particular focus on using the essential learnings in number and writing continuums - use learning intentions and success criteria to make learning goals clear to students so they can identify when they are successful - utilise feedback obtained through Principal Walkthroughs to directly improve teacher practice in the areas of explicit teaching and differentiated teaching - All PLCs will have improved their practices within the 'Implement & Monitor' stage of the inquiry cycle which include agreed upon formative assessments which will inform teachers of students' understandings against the success criteria <p>Students will:</p> <ul style="list-style-type: none"> - use the learning intention and success criteria to determine their level of success - explain the skills and strategies they used during writing - demonstrate an increase in appropriate responses to the 'Lyn Sharrat 5 Questions' asked during walkthroughs <p>Leaders will:</p> <ul style="list-style-type: none"> - facilitate professional learning which further embeds explicit teaching elements and links differentiated teaching to the school instructional model - prioritise time for PLCs to collaborate and plan sequenced lessons which include the learning intention and success criteria - undertake regular principal walkthroughs to allow observation of practice and provide feedback to individual teachers - PLC Leaders will have an increased capacity to lead school wide initiatives which support consistent improved teacher practices. - PLC Leaders will develop and improve professional learning strategies and will receive ongoing support and professional learning to build capacity to focus on explicit and differentiation teaching strategies
<p>Success Indicators</p>	<ul style="list-style-type: none"> - PAT Maths results Prep - 6 - PAT R results Prep - 6 - On Demand Maths results Grades 3-6

	<ul style="list-style-type: none"> - On Demand English results Grade 3-6 - Pre and Post CAT data - Writing Matrix/Continuum Data - Student responses to the 'Lyn Sharratt 5 Questions' - Shifting from 'evolving' to 'embedding' on the PLC Maturity Matrix in the area of 'Structures and systems to support collaboration for improvement with a focus on strategic resource management' - Principal Walkthrough Observation Data against the 'Explicit Teaching' and 'Differentiated Teaching' High Impact Teaching Strategies - PLC minutes reflect an increase in collaborative practices with an emphasis on student learning - Staff attitude to Teacher Collaboration, Collective focus on student learning and Collective Efficacy 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC meeting release - one hour per week for each classroom teacher - Equivalent two days teaching	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide ongoing professional learning in relation to the targeted HITS - Explicit Teaching and Differentiated Teaching in PLC meetings (as per the meeting schedule)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend PLCs to assist to build the capacity of the PLC leaders and ensure consistency of practice	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Principal Walkthroughs and classroom observation to build teacher practice around the identified HITS	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Finalise the development of the Essential learnings in Number document. PLC teams to utilise this resource in their planning.	<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
Goal 2	Increase student motivation and engagement and learning growth in Writing.			
12 Month Target 2.1	<p>Teacher judgments and accompanying evidence from writing samples measured against the school developed writing continuum used to inform teacher judgments shows 80% of students deemed capable gain at least one year level of growth in writing.</p> <p>Learning growth targets for NAPLAN year 3 to year 5 Naplans writing (top 2 bands) Yr 3 - 28% (2018) 30% (2019) Yr 5 - 0% (2018) 10% (2019)</p> <p>Attitudes to School Survey - Years 4 - 6 Student voice and agency 73% (2018) to 80% (2019)</p> <p>Writing Targets - Teacher Judgment using Continuum Expected level and above 57% (2018) to 65% (2019)</p>			
KIS 1 Building practice excellence	Further improve teacher understanding and use of the writing continuum to create and deliver differentiated teaching opportunities for students in writing.			
Actions	<ul style="list-style-type: none"> - Continued whole school PLC focus on Writing to embed the use of the newly developed writing continuum - Develop teacher knowledge of the Ideas and Voice Traits from the 6+1 Traits for Writing - Implement a consistent approach and expectation for teachers to use the writing continuum to monitor and track student writing growth - Prioritise meeting time to undertake whole school moderation of student writing samples using the continuum and consider methods of annotating student writing samples - Identify key staff to undertake session 2 of VCOP training Assessment & Data Tracking in order to further consider school approaches 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Understand the components of VCOP (Vocabulary, Connectives, Openers, and Punctuation) and how to improve their writing through the use of these attributes. 			

	<ul style="list-style-type: none"> * Understand and use the traits of writing (Ideas, Sentence Fluency, Organisation, Word Choice, Voice, and Conventions). * Identify what they are currently doing and what they need to do next to extend their learning * Use writing continuum to create writing goals and use these to track their own development as writers <p>Teachers will:</p> <ul style="list-style-type: none"> * Use the writing continuum and rich assessment tasks to inform their planning and their instruction. * Collaborate with their peers during moderated assessment tasks and planning for differentiation. * As part of the Explicit Teaching instructional practice give direct feedback to students using the essential learnings and standards. * Display and refer to Learning Intention and Success Criteria. * Participate in regular Principal Walkthrough, observations and feedback around trialling and implementing the components of VCOP as communities of learners. <p>Leaders will:</p> <ul style="list-style-type: none"> * Initiate opportunities for reflection around the instructional practice. * Complete regular principal walkthroughs which provides teachers with feedback about student learning. * Be co-learners and work in classrooms with teachers to assist to develop identified skills to teach writing and undertake observations of teacher practice in teams. * Attend/lead and support PLC meetings, providing team members with timely professional learning. * Facilitate targeted professional learning in writing to build teacher capacity to understand the skills and strategies that students need to advance in their learning. * Develop a whole school/PLC/team action plan/s for the learning, trialling, moderation, observation and implementation of the VCOP and 6+1 Traits 			
Success Indicators	<ul style="list-style-type: none"> - Principal Walkthrough data - Student progress using the continuum to measure success 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Train identified teachers in VCOP (Session 2) to further build staff capacity and refine school based assessment and monitoring approaches	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used

Utilise the writing continuum to develop learning intentions and success criteria in PLCs using data and work samples	<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
Develop a sequenced action plan and whole school professional learning calendar to facilitate professional learning and collaboration focussed on the use of the newly developed writing continuum.	<input checked="" type="checkbox"/> Assistant Principal <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
Induction for newly appointed teaching and ES staff in relation to the school approach to the teaching of reading and ensuring they are familiar with VCOP resources. May need to provide external PD program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Examine Practice Principle 1 'High expectations for every student promote intellectual engagement and self-awareness' with an emphasis on Action 1.2, teachers co-designing goals with students.			
Actions	<ul style="list-style-type: none"> - Develop student friendly continuums for writing which align to the school based writing matrix - Teachers give explicit feedback using student learning against the continuums - Explicitly teach students to use the continuums to plot their learning and develop learning goals - Develop opportunities for students to self regulate and make decisions about future learning 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Increase in responses to the '5 Questions' from students during principal walkthroughs - Increase in ability to monitor their own learning - Improved engagement in writing <p>Teachers will:</p> <ul style="list-style-type: none"> - communicate and demonstrate high expectations for student learning - provide constructive feedback to students and supports students to further their learning - support students to identify strengths and areas for further improvement 			

	<ul style="list-style-type: none"> - collaborate with students to identify appropriate goals to progress their learning <p>Leaders will:</p> <ul style="list-style-type: none"> - lead professional learning focused on the development of student friendly writing continuum - collaborate with teachers reviewing student work samples and continuum to identify individual student's strengths and areas for improvement - determine prior knowledge to understand teachers' current understandings of student agency and engagement through principal walkthroughs. From this information develop professional learning sessions which support teacher development 			
Success Indicators	<ul style="list-style-type: none"> - Continuum which identify student capacity to set goals and achieve outcomes - Evidence of student work which identify what they need to know next and how they need to get there - Student feedback on the effectiveness of their learning and ability to plan for future development - PLC maturity matrix to move from 'evolving' to 'embedding' in the area of 'Empowering students and building school pride' - Student Attitudes to School Survey - student agency to increase - '5 Questions data' to improve using 2018 data as a baseline 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop student friendly continuums for writing which can be used to set learning goals	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$65,000.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$65,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
PLC meeting release - one hour per week for each classroom teacher - Equivalent two days teaching	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$0.00
Attend PLCs to assist to build the capacity of the PLC leaders and ensure consistency of practice	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$0.00
Totals			\$65,000.00	\$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
PLC meeting release - one hour per week for each classroom teacher - Equivalent two days teaching	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Bastow Traralgon
Provide ongoing professional learning in relation to the targeted HITS - Explicit Teaching and Differentiated Teaching in PLC meetings (as per the meeting schedule)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend PLCs to assist to build the capacity of the PLC leaders and ensure consistency of practice	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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
Principal Walkthroughs and classroom observation to build teacher practice around the identified HITS	<input checked="" type="checkbox"/> School Improvement Team	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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Finalise the development of the Essential learnings in	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Number document. PLC teams to utilise this resource in their planning.		to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	
Train identified teachers in VCOP (Session 2) to further build staff capacity and refine school based assessment and monitoring approaches	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Andrell	<input checked="" type="checkbox"/> Off-site Andrell
Utilise the writing continuum to develop learning intentions and success criteria in PLCs using data and work samples	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a sequenced action plan and whole school professional learning calendar to facilitate professional learning and collaboration focussed on the use of the newly developed writing continuum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Induction for newly appointed teaching and ES staff in relation to the school approach to the teaching of reading and ensuring they are familiar with VCOP resources. May need to provide external PD program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Andrell	<input checked="" type="checkbox"/> Off-site Andrell

<p>Develop student friendly continuums for writing which can be used to set learning goals</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>
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