

# 2019 Annual Implementation Plan

## for improving student outcomes

Macedon Primary School (1660)



Submitted for review by Matthew Forrest (School Principal) on 25 January, 2019 at 09:33 AM  
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 25 January, 2019 at 10:00 AM  
Endorsed by Shane Brundell (School Council President) on 25 January, 2019 at 12:46 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	Test Text
<b>Considerations for 2019</b>	Test text
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve student outcomes and growth in literacy and numeracy.																																		
<b>Target 1.1</b>	<p><i>NAPLAN Relative Growth</i></p> <table border="1" data-bbox="674 384 2110 572"> <tr> <td>Decrease the number of students achieving low relative growth from 2016–20 based on the following:</td> <td>2016</td> <td>2020</td> <td>Increase the number of students achieving high relative growth from 2016--20 based on the following:</td> <td>2016</td> <td>2020</td> </tr> <tr> <td>Reading</td> <td>38%</td> <td>&lt;20%</td> <td>Reading</td> <td>23%</td> <td>&gt;25%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>&lt;20%</td> <td>Writing</td> <td>26%</td> <td>&gt;25%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>&lt;20%</td> <td>Numeracy</td> <td>27%</td> <td>&gt;25%</td> </tr> </table> <p><i>NAPLAN ACHIEVEMENT</i></p> <p>Results in writing for Year 3 to improve to 55% and Year 5 to improve to 35% in the top two bands. Results in reading for Year 3 to improve 70% and Year 5 to 50% in the top two bands.</p> <p>Results in numeracy for Year 3 to improve 55% and Year 5 to 45% in the top two bands.</p>					Decrease the number of students achieving low relative growth from 2016–20 based on the following:	2016	2020	Increase the number of students achieving high relative growth from 2016--20 based on the following:	2016	2020	Reading	38%	<20%	Reading	23%	>25%	Writing	26%	<20%	Writing	26%	>25%	Numeracy	19%	<20%	Numeracy	27%	>25%						
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<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed agreed instructional models in all curriculum areas across the school (KIS)
<b>Goal 3</b>	Goal 3 - To raise the levels of student and parent engagement in learning to enhance connectedness and school pride.
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<b>Key Improvement Strategy 3.a</b> Building communities	Improve students' engagement in their learning and develop stronger connectedness to school (KIS)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																		
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<b>Goal 1</b>	To improve student outcomes and growth in literacy and numeracy.	
<b>12 Month Target 1.1</b>	<p>NAPLAN Relative Growth</p> <p>Measure            2019 Target</p> <p>Reading - High growth    Greater than 35%</p> <p>Reading Low Growth    Less than 20%</p> <p>Writing - High growth    Greater than 30%</p> <p>Writing – Low Growth    Less than 20%</p> <p>Numeracy - High growth    Greater than 35%</p> <p>Numeracy – Low Growth    Less than 20%</p> <p>NAPLAN Students in Top 2 Bands</p> <p>Measure            2019 Target Year 3        2019 Target Year 5</p> <p>Reading            75%    58%</p> <p>Writing 65%        28%</p> <p>Numeracy            65%    40%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Build teacher capacity to effectively use data to inform planning and differentiation of curriculum (KIS)	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.	The school has selected this goal as there is evidence to suggest that differentiated teaching is still a challenge for teachers. The teacher opinion survey suggested that there is gains to be made against our use and understanding of formative assessment. This work will support us to complete expand our differentiated instruction and improve student outcomes. There will be a specific focus on Mathematics in 2019.	



<b>Goal 2</b>	Goal 2 - To establish consistency in school-wide teaching practices to improve student outcomes.	
<b>12 Month Target 2.1</b>	<p>2019 AIP Staff Opinion Survey Measure            2019 Target Collective Responsibility 93% Collective Efficacy        94% Collective Academic Emphasis 84%</p> <p>Parent Opinion Survey Measure            2019 Target Stimulating learning environment        78% School Improvement        70% High expectations for success    90%</p> <p>ATTS Measure            2019 Target Stimulated Learning        50th percentile Learning confidence        25th percentile Motivation &amp; Interest        30th percentile Teacher concern            25th percentile</p>	
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<p><b>Goal 3</b></p>	<p>Goal 3 - To raise the levels of student and parent engagement in learning to enhance connectedness and school pride.</p>	
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<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Building communities</p>	<p>Improve students' engagement in their learning and develop stronger connectedness to school (KIS)</p>	
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The school has made considerable gains in the area of parent engagement through technology such as the implementation of the Seesaw communication platform. We now need to focus our attention on supporting teacher to embrace student voice in an authentic manner.

## Define Actions, Outcomes and Activities

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<b>Actions</b>	<ul style="list-style-type: none"> <li>• Embed systematic moderation of writing using writing templates from DET Education Improvement Leader.</li> <li>• Utilise writing moderation session to identify the next steps in learning.</li> <li>• Establish whole school writing moderation document.</li> <li>• Implement the whole school writing moderation document.</li> <li>• In Mathematics Number and Algebra, team leaders ensure and support teachers to regularly and systematically use the Essential Assessments.</li> <li>• Develop PLT structures and processes that support the interpretation and analysis of the Essential Assessment formative assessments.</li> <li>• Develop structures and processes to support staff to use formative assessment such as Essential Assessment to structure</li> </ul>																										

	flexible grouping of students across teaching pairs for Mathematics Number and algebra. <ul style="list-style-type: none"> <li>Align 2019 Performance and Development Plan (PDP) goals to our AIP focus of Mathematics – Number and Algebra.</li> <li>Implement systematic student case studies in Mathematics – Number and Algebra using the data wall.</li> <li>Professional Learning Teams to provide support and guidance to each other to inform next steps of learning, teacher planning and teacher practice.</li> <li>Embed systematic data analysis of class, cohort and whole school data.</li> <li>To embed and monitor the consistent use of the instructional models in English and Mathematics.</li> </ul>			
<b>Outcomes</b>	Mindset Changes - Staff see assessment as informing their impact and next steps in planning and teaching. Knowledge Changes - Teachers would know and understand how to collect and interpret formative assessment and make the subsequent appropriate plans to address a variety of student needs in a differentiated program. Practice Expected Changes - Differentiated instruction of Mathematics would become the norm in classrooms.			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Moderation sessions embedded in the annual and termly professional learning plan.</li> <li>Student evidence checklist attached to writing samples to inform targeted teaching</li> <li>Whole School writing documents saved in a central folder.</li> <li>Student results in Essential Assessment</li> <li>Planning that relates to student results in essential assessment.</li> <li>Evidence of differentiated groups in learning walk templates.</li> <li>Success criteria and learning intentions that relate to the essential assessments.</li> <li>Evidence of differentiated planning in google docs (including differentiated LI and SC).</li> <li>Leader and teacher Performance and Development goals that align to the AIP.</li> <li>Evidence of PLTs creating the data wall</li> <li>PAT Maths included in the Assessment Schedule</li> <li>Individual teacher notes about assessment (Do, Say, Make, Write) as evidence of student progress.</li> <li>Minutes from PLT meetings including next steps for teacher planning and learning.</li> <li>Evidence of a change in teaching approach in classroom learning walks.</li> <li>Professional learning plan has evidence of class, cohort and whole school data analysis sessions.</li> <li>Evidence of the instructional models in teacher practice collected on Literacy AIP team learning walks.</li> <li>Leadership team learning walks.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Embed systematic moderation of writing using writing templates from DET Education Improvement Leader.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Utilise writing moderation session to identify the next steps in learning.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish whole school writing moderation document.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement the whole school writing moderation document through whole school.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
In Mathematics Number and Algebra, team leaders ensure and support teachers regularly and systematically use the Essential Assessments.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop PLT structures and processes that support the interpretation and analysis of the Essential Assessment formative assessments.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Develop structures and processes to support staff to use formative assessment such as Essential Assessment to structure flexible grouping of students across teaching pairs for Mathematics Number and algebra.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Align 2019 Performance and Development Plan (PDP) goals to our AIP focus of Mathematics – Number and Algebra. With engagement and knowledge goals to focus around the resources in the DET Numeracy portal.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
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Professional Learning Teams to provide support and guidance to each other to inform next steps of learning, teacher planning and teacher practice.	<input checked="" type="checkbox"/> Leadership Team <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
Embed systematic data analysis of class, cohort and whole school data.	<input checked="" type="checkbox"/> Leadership Team <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
To embed and monitor the consistent use of the instructional models in English and Mathematics by the end of term two.	<input checked="" type="checkbox"/> Leadership Team <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

Professional learning with a focus on formative assessment and formative assessment tools such as essential assessments.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <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
<b>Goal 2</b>	Goal 2 - To establish consistency in school-wide teaching practices to improve student outcomes.			
<b>12 Month Target 2.1</b>	2019 AIP Staff Opinion Survey Measure      2019 Target Collective Responsibility 93% Collective Efficacy      94% Collective Academic Emphasis   84%  Parent Opinion Survey Measure      2019 Target Stimulating learning environment      78% School Improvement      70% High expectations for success      90%  ATTS Measure      2019 Target Stimulated Learning      50th percentile Learning confidence      25th percentile Motivation & Interest      30th percentile Teacher concern      25th percentile			
<b>KIS 1</b> Building practice excellence	Embed agreed instructional models in all curriculum areas across the school (KIS)			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Implement a systematic leadership learning walk process.</li> <li>• Identify and communicate leadership learning walk focus to staff.</li> <li>• Implement the peer observation process with an observation focus on the differentiated teaching of Number and Algebra and</li> </ul>			



	<p>incorporating the HITS.</p> <ul style="list-style-type: none"> <li>• Teaching pairs and/or teams to use Essential Assessment results to plan for differentiated Mathematics – Number and Algebra teaching in weekly collaborative planning sessions.</li> <li>• Embed and monitor the consistent incorporation of the High Impact Teaching Strategies (HITS) in curriculum planning.</li> <li>• Embed and monitor the consistent incorporation the (HITS) in teaching practice.</li> </ul>
<p><b>Outcomes</b></p>	<p>Mindset Changes</p> <ul style="list-style-type: none"> <li>- The leadership team would regularly meet and discuss focus on practice and have discussion about evidence of learning.</li> <li>- The teachers would come to expect to see the leadership team walking through the school regularly and value their feedback and input.</li> <li>- Teachers would embrace the peer observation process as an opportunity to improve their practice and focus on the whole school strategic goals.</li> </ul> <p>Knowledge Changes</p> <ul style="list-style-type: none"> <li>- Teachers would gain knowledge of different perspectives from the Leadership team.</li> <li>- Leaders would gain an in depth understanding and knowledge of the practices in the school through regular learning walks.</li> </ul> <p>Practice Changes</p> <ul style="list-style-type: none"> <li>- Teachers would invite and embrace feedback to support them to make the changes to their practice so that they increased their probability of having an impact on learning.</li> <li>- Leadership team members would regularly be in classrooms and lead teacher learning and development from an evidence based approach. Gathering evidence from classrooms and teacher to help support them to make sound decision about what to implement.</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>• Leadership team meeting minutes including reflection on learning walks.</li> <li>• Record of “I notice... I wonder...” statements from the learning walks.</li> <li>• Leadership team calendar including schedule of learning walks.</li> <li>• Evidence of communication to staff about the learning walk focus – e.g. email, staff bulletin.</li> <li>• Peer observation in the professional learning plan.</li> <li>• Peer observation presentation including guidance for staff around peer observation focus.</li> <li>• Minutes and planning from collaborative planning saved on Google drive.</li> <li>• Evidence of the planning templates for Mathematics, Writing and Reading being used consistently across the school.</li> <li>• Reference to the HITS in planning.</li> <li>• Evidence of HITS being used across the school in peer observations.</li> <li>• Evidence of HITS being used across the school in leadership learning walks.</li> <li>• Evidence of improvement on the 12 month targets for ATTS, POS and SOS as outlined in goal two.</li> <li>• Evidence of improvement on the 12 months targets for student outcomes as outlined in goal one.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement a systematic leadership learning walk process.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Identify and communicate leadership learning walk focus to staff.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement the DET peer observation process with an observation focus on the differentiated teaching of Number and Algebra and incorporating the HITS.	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Teaching pairs and/or teams to use Essential Assessment results to plan for differentiated Mathematics – Number and Algebra teaching in weekly collaborative planning sessions.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed and monitor through learning walks the consistent incorporation of the High Impact Teaching Strategies (HITS) in curriculum planning.	<input checked="" type="checkbox"/> Leadership Team <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
Embed and monitor the consistent incorporation the (HITS) in teaching practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Plan professional practice days that focus on data analysis of writing and mathematics for staff.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Goal 3 - To raise the levels of student and parent engagement in learning to enhance connectedness and school pride.			
<b>12 Month Target 3.1</b>	Staff Opinion Survey Target Trust in students and parents 87%  ATTS Target School Connectedness 30th Percentile  Parent Opinion Survey Target School Connectedness 75th Percentile			
<b>KIS 1</b> Building communities	Improve students' engagement in their learning and develop stronger connectedness to school (KIS)			
<b>Actions</b>	To create genuine school and community partnerships that support the focused work on student learning and well being and underpinned by student agency: The following actions will support this goal. <ul style="list-style-type: none"> <li>• Refine the MPS Creating Curiosity Inquiry Planner (CCIP) including questions that seek student input into planning.</li> <li>• Implement the CCIP in team planning sessions.</li> <li>• Use the FISO improvement cycle to monitor the success of the MPS CCIP.</li> <li>• Complete professional learning on incorporating student interests into planning and inquiry teaching.</li> <li>• Regularly ask students about what and how they would like to learn.</li> <li>• Utilise professional practice days to support teachers to visit school who are incorporating student voice.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Embed the Creating Curiosity inquiry planner in regular teaching practice.</li> <li>• Create opportunities for students to complete authentic real life projects, with support from subject area experts for real life audiences.</li> <li>• Host at least one student expo at each year level across the school.</li> <li>• Involve parents as learning partners in students learning.</li> <li>• Embed a parent expertise register to inform us about the subject area experts within our community.</li> </ul>			
<b>Outcomes</b>	<p>Mindset</p> <ul style="list-style-type: none"> <li>- Teachers value student input and understand that this creates the backbone of positive student relationships and engagement in learning. Teachers understand that engagement is strongly linked to student achievement.</li> <li>- Teachers embrace student feedback to support them to improve their practice.</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>- Teachers build their skills in incorporating student voice into their inquiry programs.</li> </ul> <p>Practice Expected</p> <ul style="list-style-type: none"> <li>- Teachers are using the inquiry planner regularly to plan their term units.</li> <li>- teacher are incorporating parent expos into their practice to create an authentic audience for student work.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Planner used for term planning by teams consistently across the school.</li> <li>• Documentation of feedback on the term planner.</li> <li>• Evidence of changes to the planners.</li> <li>• Professional Learning plan including work on student voice and agency.</li> <li>• Collated student responses to staff questions.</li> <li>• Artefacts and staff reflections from staff visits to schools who embrace student voice.</li> <li>• Completed inquiry planners from each year level.</li> <li>• Artefacts from student expos including photos and student presentations.</li> <li>• Evidence of parent support of class activities as subject area experts.</li> <li>• Parent expertise register data.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Refine the MPS Creating Curiosity Inquiry Planner (CCIP) including questions that seek student input into planning.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement the CCIP in team planning sessions.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Use the FISO improvement cycle to monitor the success of the MPS CCIP.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Complete professional learning on incorporating student interests into planning and inquiry teaching.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Regularly ask students about what and how they would like to learn.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Utilise professional practice days to support teachers to visit school who are incorporating student voice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Embed the Creating Curiosity inquiry planner in regular teaching practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Create opportunities for students to complete authentic real life projects, with support from subject area experts for real life audiences.	<input checked="" type="checkbox"/> Principal <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
Host at least one student expo at each year level across the school.	<input checked="" type="checkbox"/> Principal <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
Involve parents as learning partners in students learning.	<input checked="" type="checkbox"/> Principal <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
Embed a parent expertise register to inform us about the subject area experts within our community.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish whole school writing moderation document.	from: Term 1 to: Term 2		\$2,500.00	\$2,500.00
Develop structures and processes to support staff to use formative assessment such as Essential Assessment to structure flexible grouping of students across teaching pairs for Mathematics Number and algebra.	from: Term 1 to: Term 4		\$2,500.00	\$2,500.00
<b>Totals</b>			<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Additional Equity spend

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

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Embed systematic moderation of writing using writing templates from DET Education Improvement Leader.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources  Literacy Portal and moderation templates from EIL	<input checked="" type="checkbox"/> On-site
Utilise writing moderation session to identify the next steps in learning.	<input checked="" type="checkbox"/> Literacy Leader <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources  Literacy Portal	<input checked="" type="checkbox"/> On-site
Establish whole school writing moderation document.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implement the whole school writing moderation document through whole school.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

In Mathematics Number and Algebra, team leaders ensure and support teachers regularly and systematically use the Essential Assessments.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Develop structures and processes to support staff to use formative assessment such as Essential Assessment to structure flexible grouping of students across teaching pairs for Mathematics Number and algebra.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> 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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Implement systematic student case studies in Mathematics – Number and Algebra using the data wall.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Professional Learning Teams to provide support and guidance to each other to	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<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

inform next steps of learning, teacher planning and teacher practice.		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Embed systematic data analysis of class, cohort and whole school data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
To embed and monitor the consistent use of the instructional models in English and Mathematics by the end of term two.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	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"/> Professional Practice Day <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
Professional learning with a focus on formative assessment and formative assessment tools such as essential assessments.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement the DET peer observation process with an observation focus on the differentiated teaching of Number and Algebra and incorporating the HITS.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	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"/> 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

Teaching pairs and/or teams to use Essential Assessment results to plan for differentiated Mathematics – Number and Algebra teaching in weekly collaborative planning sessions.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Embed and monitor through learning walks the consistent incorporation of the High Impact Teaching Strategies (HITS) in curriculum planning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed and monitor the consistent incorporation the (HITS) in teaching practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement the CCIP in team planning sessions.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Complete professional learning on incorporating student interests into planning and inquiry teaching.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Regularly ask students about what and how they would like to learn.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Host at least one student expo at each year level across the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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