

2019 Annual Implementation Plan

for improving student outcomes

Wyndham Park Primary School (5540)



Submitted for review by Laban Toose (School Principal) on 18 December, 2018 at 09:40 AM
Awaiting endorsement by Senior Education Improvement Leader
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	
Enter your reflective comments	<p>We have achieved the majority of our AIP Targets for 2018. This achievement has led to substantial growth in key areas of the FISO improvement dimensions as evidenced by the 2018 School Performance Report. We have placed a significant focus on the development of teacher capacity and knowledge of the curriculum, through coaching, school based PL (professional learning), BSEM (Berry Street Education Model), Action Research and consultancy services.</p> <p>We continue to see positive increases in Years 3-5 NAPLAN growth data (Reading and Numeracy) and increased positive responses in Stimulating Learning (Years 5-6)</p>	

	<p>Our focus this year on improving Staff Climate & Culture has resulted in an increase in positive responses for Collective Efficacy and Trust in colleagues. We have embedded PLT structures and processes to support this. We continue to invest heavily in the development of leadership capacity throughout the school.</p>
<p>Considerations for 2019</p>	<p>All of our work at WPPS is based on evidence-based practices. We acknowledge that our ongoing work with the Berry Street Education Model has had a significant impact on staff skills and student outcomes, and believe that this underpins all future work. Our focus for 2019 is to continue to embed our learning in this field into our daily policies and practices, as we turn our attention to the key improvement strategies listed below.</p> <ul style="list-style-type: none"> * We intend to continuing to improve staff climate & culture through our involvement in the Victorian PLC Initiative. Whilst there have been gains in staff professional knowledge, particularly in the area of Curriculum and Assessment, we recognise that there are still many areas to improve on, in particular the effective use of data to inform differentiated teaching. As a result our highest priority is the development of staff capacity to differentiate a guaranteed and viable curriculum with a focus on Reading. * Student Voice and Agency will also be a priority by giving students the opportunity to communicate ideas and opinions. Authentic student voice will provide opportunities for students to collaborate and make decisions around what and how they learn and how their learning is assessed. * We will continue to focus on improved reading outcomes by implementing ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core Teaching strategies.
<p>Documents that support this plan</p>	

Draft

SSP Goals Target and KIS

Goal 1	To create a Professional Learning Community Culture.									
Target 1.1	<p>Staff Opinion Data – Increased Scores</p> <ol style="list-style-type: none"> 1. Increase the percentage of positive responses in the Collective Efficacy measure from 34% (2016) to 48% or greater 2. Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 39% (2016) to 50% or Greater <p>Staff Opinion Survey - Decreased Scores</p> <p>Decrease the percentage of Not Positive responses in the Collective Efficacy measure from 16% (2016) to 5% (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Teacher Collaboration from 19% (2016) to 5% in (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Staff Trust in Colleagues from 11% (2016) to 5% in (2019)</p> <p>Increase the percentage of Positive responses in the measure Shielding & Buffering from 27% (2016) to 40% in (2019)</p>									
Key Improvement Strategy 1.ay Evidence-based high-impact teaching strategies	Build excellence in teaching and learning.									
Key Improvement Strategy 1.by Evaluating impact on learning	Enhance the capacity of staff to collaborate and match teaching practice with data informed teaching and learning.									
Goal 2	To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.									
Target 2.1	<p>NAPLAN Data - Increased Scores</p> <p>To increase the percentage of students achieving in the top two bands in NAPLAN in Reading, Writing and Number</p> <table border="1" data-bbox="976 1814 1860 1923"> <thead> <tr> <th colspan="3">% of students in the top 2 bands of NAPLAN</th> </tr> <tr> <th>Year 3</th> <th>2016</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>29%</td> </tr> </tbody> </table>	% of students in the top 2 bands of NAPLAN			Year 3	2016	2019	Reading	20%	29%
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Writing	21%	43%
Numeracy	13%	23%

% of students in the top 2 bands of NAPLAN		
Year 5	2016	2019
Reading	10%	19%
Writing	2%	15%
Numeracy	4%	16%

To Increase the percentage of students in the high relative growth of NAPLAN in Reading, Writing and Numeracy

% of students Achieving HIGH relative growth in NAPLAN		
Year 3 – Year 5	2016	2019
Reading	20%	25%
Writing	19%	24%
Numeracy	17%	24%

NAPLAN data – Decreased Scores

To decrease the percentage of students achieving in the bottom two bands in NAPLAN in Reading, Writing and Number

% of students in the bottom 2 bands of NAPLAN		
Year 3	2016	2019
Reading	36%	21%
Writing	24%	10%
Numeracy	51%	27%

% of students in the bottom 2 bands of NAPLAN		
Year 5	2016	2019
Reading	54%	32%
Writing	46%	20%
Numeracy	51%	30%

Victorian Curriculum Teacher Judgements

To increase the percentage of students F-6 achieving C or Above in English, Mathematics, and Science (yrs 3-6)

% of students Achieving C or above in Vic Curriculum F-10		
English	2015	2019
Reading & Viewing	80%	92%
Speaking & Listening	80%	95%
Writing	67%	98%

% of students Achieving C or above in Vic Curriculum F-10		
Mathematics	2015	2019
Measurement & Geometry	71%	93%
Number & Algebra	73%	91%
Statistics & Probability	69%	91%

% of students Achieving C or above in Vic Curriculum F-10		
Science (yrs 3-6)	2015	2019
Science as a human endeavour	67%	96%
Science inquiry skills	67%	95%
Science understanding	73%	95%

To Increase the percentage of students F-10 achieving A&B in English, Mathematics and Science (yrs 3-6)

% of students Achieving A&B in Vic Curriculum F-10		
English	2015	2019
Reading & Viewing	24%	43%
Speaking & Listening	7%	22%
Writing	7%	27%

% of students Achieving A&B in Vic Curriculum F-10		
Mathematics	2015	2019
Measurement & Geometry	4%	25%
Number & Algebra	8%	33%
Statistics & Probability	2%	24%

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<p data-bbox="112 1024 210 1056">Goal 3</p>	<p data-bbox="973 1024 2214 1056">To create a supportive learning community which nurtures the social and emotional development of all students.</p>															
<p data-bbox="112 1087 240 1119">Target 3.1</p>	<p data-bbox="973 1087 1644 1119">Student Attitudes to School Data – Increased Scores</p> <ol data-bbox="1032 1213 2139 1318" style="list-style-type: none"> 1. Increase the measure of Connectedness to Peers from 4.09 (2016) to 4.29 (2019) or better 2. Increase the measure of Classroom Behaviour from 3.31 (2016) to 3.67 (2019) or better 3. Increase the measure of Student Distress from 5.58 (2016) to 5.85 (2019) or better <p data-bbox="973 1476 1555 1507">Student Attendance Data – Decreased Scores</p> <p data-bbox="973 1539 1834 1570">Decrease the Absence days for FTE from 17.0 (2016) to 12.0 (2019) or Better</p>															
<p data-bbox="112 1680 641 1738">Key Improvement Strategy 3.ay Empowering students and building school pride</p>	<p data-bbox="973 1680 2234 1711">Continue to embed evidence informed initiatives (VicCurric BSEM & SWPBS) into our daily policies and practices.</p>															
<p data-bbox="112 1785 641 1843">Key Improvement Strategy 3.by Empowering students and building school pride</p>	<p data-bbox="973 1785 2843 1816">Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.</p>															
<p data-bbox="112 1890 486 1921">Key Improvement Strategy 3.cy</p>	<p data-bbox="973 1890 2249 1921">Develop authentic student voice opportunities to enhance the quality of relationships and to inform teacher practice.</p>															

Empowering students and building school pride	
Goal 4	To Increase community involvement in achieving the schools vision
Target 4.1	<p>Parent Opinion Survey – Increased Scores</p> <p>Increase the measure of General Satisfaction from 6 (2016) to 47 (2019) or better</p> <p>Staff Opinion Survey – Improve the Percentage Endorsement</p> <p>Increase the measure of Parent & Community Involvement from 62.86 (2016) to 67.15 (2019) or better</p>
Key Improvement Strategy 4.ay Building communities	To continue to work in partnership with The Smith Family and other associated organisations to support families and students to improve learning outcomes

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target <small>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</small>
To create a Professional Learning Community Culture.	No	<p>Staff Opinion Data – Increased Scores</p> <ol style="list-style-type: none"> Increase the percentage of positive responses in the Collective Efficacy measure from 34% (2016) to 48% or greater Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 39% (2016) to 50% or Greater <p>Staff Opinion Survey - Decreased Scores</p> <p>Decrease the percentage of Not Positive responses in the Collective Efficacy measure from 16% (2016) to 5% (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Teacher Collaboration from 19% (2016) to 5% in (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Staff Trust in Colleagues from 11% (2016) to 5% in (2019)</p> <p>Increase the percentage of Positive responses in the measure Shielding & Buffering from 27% (2016) to 40% in (2019)</p>	
To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.	Yes	<p>NAPLAN Data - Increased Scores</p> <p>To increase the percentage of students achieving in the top two bands in NAPLAN in Reading, Writing and Number</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">% of students in the top 2 bands of NAPLAN</p> </div>	<p>Increase the % of students in Top two bands (Year 5) Reading from 16.3% (2018) to 20% in 2019</p> <p>Increase the % of students in Top two bands (Year 5) Numeracy from 9.5% (2018) to 16% in 2019</p> <p>Decrease the % of students in Bottom two bands (Year 5)* Reading from 30% (2018) to 27.9% in 2019</p> <p>Decrease the % of students in Bottom two bands (year 5)* Numeracy from 35.7% (2018) to 30% in 2019</p>

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Increase the % of student agreement in (Years 5-6) Stimulating Learning from 78% (2018) to 88% (2019) or better

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Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading		Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity to read and interpret data and a range of assessment strategies to teach to student's point of learning		Yes
KIS 3 Curriculum planning and assessment	Implement ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core teaching strategies.		Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Based on student achievement data in 2018 (student engagement data, NAPLAN, teacher judgement) available through Panorama, the school realised that focusing on student learning outcomes is the core plan for 2019 and the final year of the school's Strategic Plan. Feedback was collect from staff during Term 4 curriculum day (refer to 2018 AIP end of cycle review) to further inform the rational for the 2019 KIS. Further discussions with Alex Artavilla (acting SEL), Narissa Leung (Literacy Consultant) and Janelle Wills (Proficiency Scale Consultant) has supported this decision as well. The school feels the work on staff climate and culture, student well being and community engagement is strategically embedded which allows us to focus on the core business of improving student outcomes in 2019.</p> <p>Having reviewed the 2018 NAPLAN results, we recognise that we need to continue focusing on growing all student's point of need with a particular focus on the top two bands of Reading and Numeracy in 2019. NAPLAN outcomes for Reading and Numeracy, that are listed in the 2018 School Performance Report, show that the percentage change result for reading in the top two bands of NAPLAN has only increased by 3.8 percent. Additionally, the percentage change result for Numeracy in the top two bands has only changed by 4.8 percent. In the year 5 bottom two bands for Reading the percentage change result has decreased by 6.7%. The change result for year 5 NAPLAN bottom two bands numeracy is -1.0% in 2018.</p> <p>We realise that in order to achieve these increased change results that we need to continue to focus on building a sustained and effective Professional Learning Community Culture through embedding the work of Richard DuFour and the Helen Timperley Action Research Model. This will be supported by the school's ongoing commitment to the Victorian PLC Initiative and the University of Melbourne Science of Learning Community of Practice working with John Hattie and Luke Mandouit.</p>		

Define Actions, Outcomes and Activities

Goal 1	To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.
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KIS 1 Curriculum planning and assessment	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading
Actions	<p>Continue implementation of the Wyndham Park Primary School coaching program and establish the Coaching Cycle (5 weeks) to build and develop teacher capacity to differentiate teaching in literacy with a focus on Reading.</p> <p>Develop the Learning Specialist role description.</p> <p>Release of teachers for Peer Observation of effective differentiation within classrooms.</p> <p>Use of the Leadership team to lead and document the expectation of differentiation across the school learning community.</p> <p>Ensuring that resourcing of Literacy across the school supports differentiation.</p> <ul style="list-style-type: none"> - audit literacy resources, - increase classroom libraries, - increasing library resources, - LLI resources, - increase time allocation to reading (by restructuring the literacy block), - increase time in the specialist timetable for direct instruction or group work, - increase access to Benchmarking kits, - Fountas and Pinnell guided reading kits for F-2, - Moving Monday mornings weekly assembly to Friday 6th session, - Increased signage across the school reminding parents that "Reading is the key, to Aspire, Learn and Achieve", staff members make visible through explicit language and visual reminders. <p>Ensuring that resourcing of Numeracy across the school supports differentiation.</p> <ul style="list-style-type: none"> - audit numeracy resources, - create a document outlining resources available.
Outcomes	<p>School Leaders:</p> <ul style="list-style-type: none"> - School processes and protocols ensure the literacy block is uninterrupted and guaranteed by the specialist program. - School has made a commitment via the SRP to fund an increase in student resources for improved classroom libraries, further expansion of Fountas and Pinnell resources. <p>School leaders to monitor the effectiveness and impact of the PLT log</p> <p>Teachers:</p> <ul style="list-style-type: none"> - Staff have the efficacy to effectively implement a literacy block that values and protects independent reading across the school. All staff consider themselves to be teachers of literacy. <p>All teachers will had developed their understanding of quality differentiation within their classroom.</p> <p>Education Support Staff:</p> <p>All ES will had developed their understanding of quality differentiation through participation in intervention and support programs within the learning community and classroom, including understanding of student ILP's and PLT logs.</p> <p>Students:</p> <ul style="list-style-type: none"> - Student outcome data in key areas (NAPLAN, PAT, Essential Assessment, Teacher judgements) will increase. Specifically raising the amount of students in the top two bands in NAPLAN. - Students can articulate their learning goals and what they need to do to achieve their learning goal. - School community believes that "Reading is the key, to ASPIRE, LEARN and ACHIEVE."

Success Indicators	Staff opinion Survey NAPLAN results School Attitudes to School Survey PANORAMA data portal			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Strategically resource literacy including classroom libraries and Fountas and Pinnell resources.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Re-structure of the specialist timetable to facilitate literacy block including moving the whole school assembly to Friday 6th session.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$106,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Strategically resource numeracy including embedding Essential Assessment.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Use the PLT log to directly inform the literacy block, for example intervention and extension (Education Support Staff, Intervention & Extension staff).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build teacher capacity to read and interpret data and a range of assessment strategies to teach to student's point of learning			
Actions	Refine the use of the PLC model to deliver a G&VC in literacy; - Active participation in DuFour's PLC framework by all school staff, - Active participation by middle leadership in the Victorian PLC Initiative, - Implementation of the revised assessment and reporting schedule through the PLC cycle, - Use the PLC framework to support the understanding and development of proficiency scales, - Build the capacity of staff to use student voice and agency in planning and reviewing student learning (student surveys, interviews, participation in planning).			
Outcomes	- Using the PLC model as the key driver to improve student learning outcomes and analyse and improve student outcomes. - Staff are seamlessly integrating the protocols of effective PLCs to increase teacher capacity and increase student learning outcomes. - Successful completion of Victorian PLC initiative. - Teachers will be monitoring and measuring student learning data and using this information in an ongoing cycle of action learning (Dufour's) to improve professional practice and increase student learning outcomes. - Teachers continue to improve their capacity to effectively communicate and collaborate within PLTs and across our Professional Learning Community (PLC). - School's middle leaders will have developed their capacity to lead effective PLTs.			
Success Indicators	- Increase in the responses to the student reading survey. - The literacy block is guaranteed and consistently implemented across the school, as evidenced in all planning documentation. - Students are given timely and task-specific feedback as part of the goal setting cycle incorporating wherever possible student voice and agency. - Staff opinion data continues to improve in the areas of collective efficacy and staff trust in colleagues. - PLT minutes and logs show evidence of collaborative planning for teaching and learning. - Increase of students in the top two bands in numeracy and literacy.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re-establish the School Improvement Team (SIT) for 2019.	<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
Active participation in the Victorian PLC initiative.	<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
Re-establish Professional Learning Teams including team norms and protocols.	<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
Provision of Essential Assessment platform for all teaching staff (including Mathematics and Reading).	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 3 Curriculum planning and assessment	Implement ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core teaching strategies.
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Actions	<p>Build the capacity of staff to deliver a G&VC;</p> <ul style="list-style-type: none"> - Collaborating with consultants, - Effective implementation the Wyndham Park Primary School PL schedule, - Continue to build capacity around understanding and implementation of HITS with a particular emphasis on improving feedback and feedback pathways (teacher to student, student to teacher, teacher to teacher), - Continue to build capacity of staff to plan and promote opportunities for student voice and agency in learning, - Continue implementation of the Wyndham Park Primary School coaching program and establish the coaching cycle. - Develop leadership capacity of the middle leaders of the school.
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Outcomes	<ul style="list-style-type: none"> - Reading survey results show that more students feel more confident and are more motivated to read independently. - Growth mindset thinking is evident in every classroom and articulated by all staff and students. - All teaching staff actively develop their professional capacity through WPPS's Professional Practice Program which includes; Peer Observation cycles, DET Professional Practice Days, DET PDP cycle, learning walks, coaching observations and coaching conversations. - Increased staff efficacy and curriculum content knowledge. - Middle leaders of WPPS are engaged in the professional learning cycle to increase their leadership capacity.
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Success Indicators	<ul style="list-style-type: none"> - Increased student outcomes in reading and number and algebra in NAPLAN testing. - Increased results in the areas of collective efficacy and staff trust in colleagues within the staff opinion data. - Improved student agency and voice data. - Increased positive responses in the professional learning modules of the staff opinion survey specifically; belief that peer feedback improves practice and professional learning through peer observations. - Effective collaboration and communication are evident across the school and modelled by the school's leadership team.
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
Hiring a Literacy consultant to focus on developing staff capacity to deliver a G&V Literacy curriculum with a focus on Reading.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Participation in the Science of Learning Network with Melbourne University.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of 2 Leading Teachers to facilitate classroom coaching, development of deep curriculum knowledge and documentation.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$240,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase of professional reading texts and resources to facilitate professional learning for all staff.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$593,000.00	\$593,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$593,000.00	\$593,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Strategically resource literacy including classroom libraries and Fountas and Pinnell resources.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Re-structure of the specialist timetable to facilitate literacy block including moving the whole school assembly to Friday 6th session.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$106,000.00	\$106,000.00
Strategically resource numeracy including embedding Essential Assessment.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Use the PLT log to directly inform the literacy block, for example intervention and extension (Education Support Staff, Intervention & Extension staff).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$130,000.00	\$130,000.00
Provision of Essential Assessment platform for all teaching staff (including Mathematics and Reading).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,000.00	\$7,000.00
Hiring a Literacy consultant to focus on developing staff capacity to deliver a G&V Literacy curriculum with a focus on Reading.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$25,000.00	\$25,000.00
Participation in the Science of Learning Network with Melbourne University.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$15,000.00
Employment of 2 Leading Teachers to facilitate classroom coaching, development of deep curriculum knowledge and documentation.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$240,000.00	\$240,000.00
Purchase of professional reading texts and resources to facilitate professional learning for all staff.	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$30,000.00

	to: Term 4			
Totals			\$593,000.00	\$593,000.00

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
Provision of Essential Assessment platform for all teaching staff (including Mathematics and Reading).	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow Institute of Educational Leadership.
Hiring a Literacy consultant to focus on developing staff capacity to deliver a G&V Literacy curriculum with a focus on Reading.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Participation in the Science of Learning Network with Melbourne University.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants University of Melbourne	<input checked="" type="checkbox"/> Off-site University of Melbourne.
Employment of 2 Leading Teachers to facilitate classroom coaching, development of deep curriculum knowledge and documentation.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <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
Purchase of professional reading texts and resources to facilitate professional learning for all staff.	<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"/> 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"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources HITS and DET related resources.	<input checked="" type="checkbox"/> On-site