

2019 Annual Implementation Plan

for improving student outcomes

Glen Waverley Primary School (5425)



Submitted for review by Frank Catalano (School Principal) on 18 December, 2018 at 12:07 PM
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	Embedding moving towards Excelling
		Curriculum planning and assessment	Embedding moving towards Excelling
		Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
		Evaluating impact on learning	Embedding
Professional leadership		Building leadership teams	Embedding moving towards Excelling
		Instructional and shared leadership	Excelling
		Strategic resource management	Excelling
		Vision, values and culture	Excelling
Positive climate for learning		Empowering students and building school pride	Embedding moving towards Excelling
		Setting expectations and promoting inclusion	Excelling
		Health and wellbeing	Embedding moving towards Excelling
		Intellectual engagement and self-awareness	Embedding moving towards Excelling
Community engagement in learning		Building communities	Embedding moving towards Excelling
		Global citizenship	Excelling
		Networks with schools, services and agencies	Embedding
		Parents and carers as partners	Embedding moving towards Excelling
Enter your reflective comments		<p>Staff Capacity has been built through extensive and strategically planned professional learning targeted on embedding a deep whole practice in English, Mathematics, Data Literacy, Student Engagement in Learning and EAL. A consistent approach has been developed that includes personalized learning goals for each student in the above areas and Maths Norms extended to Learning Norms for the whole school. An Inquiry Spelling approach has been modelled and implemented through the school and. Writing through VOICES has deepened by the development of a three-tiered framework developed for teaching and goal-setting. Mathematics Proficiency goals has targeted the teaching and added rigour to the learning. The Language of Learning is in use and visible across the school through the</p>	

	<p>Learning Pit, Productive Struggle and Error Alarm. Learning Intentions have strengthened; that consist of four steps from surface to deep, use the SOLO taxonomy of precise verbs that build levels of understanding from pre-structural to extended- abstract and allow different entry and exit points for student engagement. Staff and students have built understanding of the importance of self-regulating emotions, attitudes and behaviour when learning but further work for accurate and explicit feedback/forward is needed. CIS recommendations have interculturalism at the forefront of teaching and learning but to transfer the learning to local/global issues and service will provide purposeful value to the learning.</p> <p>Staff knowledge and awareness of data literacy has increased and Teaching teams use data more extensively when planning and assessing units of learning.</p> <p>The self-evaluation process has assisted in identifying the school's strengths, what has been going well, what needs further development and areas of improvement.</p>
Considerations for 2020	<p>Maths</p> <ul style="list-style-type: none"> - Expand the manner in which mathematics is taught throughout the school by incorporating explicit teaching of problem solving strategies. - Develop the capacity of all staff to further engage the students in the development of 'The Big Ideas of Mathematics' eg. Trust the count, Place value, multiplicative thinking, proportional reasoning, etc - To continue to develop staff capacity to effectively use the mathematical proficiencies framework. <p>English</p> <ul style="list-style-type: none"> - Develop the capacity of all staff to deepen knowledge and understanding of rigour within the VOICES framework in all classrooms. - Build a whole school approach to the teaching, learning and assessment of Speaking and Listening as separate focus areas. - Continue to build a deeper connection between Reading (CAFE) and Writing (VOICES) within teaching and learning within Literacy blocks. <p>Student Engagement in Learning</p> <ul style="list-style-type: none"> - To create a tiered student attitude to school survey in order to identify needs to drive social and emotional learning. - To further develop staff and students' capacity to provide rigorous feedback (feed up, feedback, feed forward). - To further develop the school communities understanding and implementation of mindfulness, self-regulation and growth mindset <p>Assessment</p> <ul style="list-style-type: none"> - Trial and review newly developed 2-year Inquiry Scope and Sequence. - Trial newly developed whole school assessment schedule. - Continued professional learning around assessment and data use for learning and teaching <p>Student Engagement</p> <ul style="list-style-type: none"> - Building the capacity of students to deliver accurate feedback (feed-up, feedback, feedforward) with referral to the success criteria. - Further deepen learning intentions and success criteria for consistency in rigour using the SOLO Taxonomy. - Continue to build capacity of staff to provide accurate feedback for learning as an effective model for students. <p>Student Voice</p> <ul style="list-style-type: none"> - Building a third tier to our Junior School Council that incorporates student voice. - Collect data from our current 2018 s
Documents that support this plan	Item analysis by class against state average.xlsx (0.04 MB)

SSP Goals Target and KIS

Goal 1	To develop curious and resilient lifelong learners with strong academic skills in English, Mathematics (Maths), Science and Metacognition.																																																																																																																					
Target 1.1	<table><tr><th>NAPLAN YEAR 3 DATA</th><th></th><th>Below (%)</th><th>At (%)</th><th>Band 5 (%)</th><th>Band 6 (%)</th><th>Total Above</th></tr><tr><td>Grammar & Punctuation</td><td>2016</td><td>3</td><td>17</td><td>21</td><td>56</td><td>77</td></tr><tr><td></td><td>SSP Targets</td><td>0</td><td>15</td><td>25</td><td>60</td><td>85</td></tr><tr><td></td><td>2019 Targets</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Numeracy</td><td>2016</td><td>3</td><td>22</td><td>28</td><td>44</td><td>72</td></tr><tr><td></td><td>SSP Targets</td><td>0</td><td>15</td><td>35</td><td>50</td><td>85</td></tr><tr><td></td><td>2019 Targets</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Reading</td><td>2016</td><td>3</td><td>23</td><td>21</td><td>50</td><td>71</td></tr><tr><td></td><td>SSP Targets</td><td>0</td><td>15</td><td>25</td><td>60</td><td>85</td></tr><tr><td></td><td>2019 Targets</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spelling</td><td>2016</td><td>2</td><td>15</td><td>22</td><td>58</td><td>80</td></tr><tr><td></td><td>SSP Targets</td><td>0</td><td>15</td><td>25</td><td>60</td><td>85</td></tr><tr><td></td><td>2019 Targets</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Writing</td><td>2016</td><td>0</td><td>18</td><td>35</td><td>44</td><td>79</td></tr><tr><td></td><td>SSP Targets</td><td>0</td><td>15</td><td>30</td><td>55</td><td>85</td></tr><tr><td></td><td>2019 Targets</td><td></td><td></td><td></td><td></td><td></td></tr></table>						NAPLAN YEAR 3 DATA		Below (%)	At (%)	Band 5 (%)	Band 6 (%)	Total Above	Grammar & Punctuation	2016	3	17	21	56	77		SSP Targets	0	15	25	60	85		2019 Targets						Numeracy	2016	3	22	28	44	72		SSP Targets	0	15	35	50	85		2019 Targets						Reading	2016	3	23	21	50	71		SSP Targets	0	15	25	60	85		2019 Targets						Spelling	2016	2	15	22	58	80		SSP Targets	0	15	25	60	85		2019 Targets						Writing	2016	0	18	35	44	79		SSP Targets	0	15	30	55	85		2019 Targets					
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	SSP Targets	6	35	59	100
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Writing	2016	9	47	44	81
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	2019 Targets				

Teacher Judgements;

Teacher Judgements (%) - Victorian Curriculum – Semester Two, 2016 Benchmarks		Below	At Std	Above	Well Above
English	Reading & Viewing	1	13	42	44
	Reading & Viewing SSP Targets	0	15	40	45
	Reading & Viewing 2019 Targets				
	Speaking & Listening	0	20	50	30
	Speaking & Listening SSP Targets	0	15	45	40
	Speaking & Listening 2019 Targets				
	Writing	0	20	49	31
	Writing SSP Targets	0	15	45	40
	Writing 2019 Targets				

Mathematics	Meas. & Geometry	1	19	47	33
	Meas & Geometry SSP Targets	0	15	45	40
	Meas. & Geometry 2019 Targets				
	Number & Algebra	1	18	41	40
	Number & Algebra SSP Targets	0	15	45	40
	Number & Algebra 2019 Targets				
	Statistics & Probability	1	17	49	33
	Statistics & Probability SSP Targets	0	15	45	40
	Statistics & Probability 2018 Targets				

Science		0	18	56	26
Science SSP Targets		0	15	45	40
Sciene 2019 Targets					

Nb. Victorian Curriculum benchmark data is not available at the time of writing this SSP. As of 2017 it will be used in subsequent AIP's.

	<p><u>SSP Targets:</u></p> <p>By 2021, to have 100% of deemed capable students performing at the expected standard and at least 85% above the expected standard in all dimensions of the Victorian Curriculum with the aim of 40% of students achieving 6 months above and 45% achieving 12 months above the expected standard.</p>																														
<p>Key Improvement Strategy 1.ay Building practice excellence</p>	Embed whole school approaches in Reading (CAFE), Writing (VOICES) and Maths that build a rich, challenging and stimulating learning environment that uses contemporary pedagogy and digital literacies for deep learning and metacognition.																														
<p>Key Improvement Strategy 1.by Building practice excellence</p>	To develop a robust whole school assessment and reporting approach which is supported by high level of data literacy that is connected to the Guiding Statements and the school’s definition of interculturalism. (CIS recommendation)																														
<p>Goal 2</p>	To increase learner’s capacity for high levels of cognitive engagement, challenge and deep thinking through the development of social and emotional skills and understanding.																														
<p>Target 2.1</p>	<table><tr><td></td><td>2016 Benchmark</td><td>SSP Target</td></tr><tr><td>Student Relationships;</td><td></td><td></td></tr><tr><td>Connectedness to Peers</td><td>4.38</td><td>4.60</td></tr><tr><td>Teaching & Learning;</td><td></td><td></td></tr><tr><td>Learning Confidence</td><td>4.21</td><td>4.50</td></tr><tr><td>Teacher Effectiveness</td><td>4.55</td><td>4.70</td></tr></table>		2016 Benchmark	SSP Target	Student Relationships;			Connectedness to Peers	4.38	4.60	Teaching & Learning;			Learning Confidence	4.21	4.50	Teacher Effectiveness	4.55	4.70												
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<p>Key Improvement Strategy 2.ay Empowering students and building school pride</p>	<p>Student Engagement in Learning Vertical Team:</p> <p>To further develop a school culture of deep learning, student self regulation and a clearly articulated vision of quality learning and the defined practices that underpin this. (CIS recommendation).</p>																														
<p>Goal 3</p>	To apply the CIS Recommendations																														
<p>Target 3.1</p>	<p>Attitudes to School Data</p> <table><tr><td></td><td>2016 Benchmark</td><td>SSP Target</td></tr><tr><td>Teaching & Learning;</td><td></td><td></td></tr><tr><td>Stimulating Learning</td><td>4.29</td><td>4.50</td></tr><tr><td>Student Motivation</td><td>4.66</td><td>4.80</td></tr></table> <p>Parent Opinion Survey</p> <table><tr><td></td><td>2016 Benchmark</td><td>SSP Target</td></tr><tr><td>School Climate;</td><td></td><td></td></tr><tr><td>Parent Input</td><td>5.93</td><td>6.00</td></tr><tr><td>Stimulating Learning</td><td>6.33</td><td>6.50</td></tr><tr><td>Reporting</td><td>6.23</td><td>6.40</td></tr><tr><td>Learning Focus</td><td>6.15</td><td>6.30</td></tr></table>		2016 Benchmark	SSP Target	Teaching & Learning;			Stimulating Learning	4.29	4.50	Student Motivation	4.66	4.80		2016 Benchmark	SSP Target	School Climate;			Parent Input	5.93	6.00	Stimulating Learning	6.33	6.50	Reporting	6.23	6.40	Learning Focus	6.15	6.30
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<div>Key Improvement Strategy 3.ay</div> <div>Building practice excellence</div>	<div>To increase community involvement in achieving the school's vision. (CIS Recommendation)</div> <div>Develop a process to record, analyse and report how the school achieve success in the measurement of their effectiveness of purpose and vision. (CIS recommendation)</div> <div>Engage more deeply with past students to determine the effectiveness of a range of school programs. (CIS recommendation)</div>																														
<div>Goal 4</div>	<div>To enrich the leadership structure to maximise staff capacity to lead and implement high levels of accountability for the school's Guiding Statements and data rich culture.</div>																														
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<div>Key Improvement Strategy 4.ay</div> <div>Empowering students and building school pride</div>	<div>Executive Team:</div> <div>Target, refine and enhance the development of highly effective leadership skills across the entire school.</div>																														

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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	SSP Targets	6	35	59	100
	2019 Targets				
Writing	2016	9	47	44	81
	SSP Targets	6	35	59	100
	2019 Targets				

Teacher Judgements;

Teacher Judgements (%) - Victorian Curriculum – Semester Two, 2016 Benchmarks		Below	At Std	Above	Well Above
English	Reading & Viewing	1	13	42	44
	Reading & Viewing SSP Targets	0	15	40	45
	Reading & Viewing 2019 Targets				
	Speaking & Listening	0	20	50	30
	Speaking & Listening SSP Targets	0	15	45	40
	Speaking & Listening 2019 Targets				
	Writing	0	20	49	31
	Writing SSP Targets	0	15	45	40
	Writing 2019 Targets				

Mathematics	Meas. & Geometry	1	19	47	33
	Meas & Geometry SSP Targets	0	15	45	40
	Meas. & Geometry 2019 Targets				
	Number & Algebra	1	18	41	40
	Number & Algebra SSP Targets	0	15	45	40
	Number & Algebra 2019 Targets				
	Statistics & Probability	1	17	49	33
	Statistics & Probability SSP Targets	0	15	45	40
	Statistics & Probability 2018 Targets				

Science		0	18	56	26
Science SSP Targets		0	15	45	40
Sciene 2019 Targets					

Nb. Victorian Curriculum benchmark data is not available at the time of writing this SSP. As of 2017 it will be used in subsequent AIP's.

		<p><u>SSP Targets:</u></p> <p>By 2021, to have 100% of deemed capable students performing at the expected standard and at least 85% above the expected standard in all dimensions of the Victorian Curriculum with the aim of 40% of students achieving 6 months above and 45% achieving 12 months above the expected standard.</p>																																		
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Goal 1	To develop curious and resilient lifelong learners with strong academic skills in English, Mathematics (Maths), Science and Metacognition.
12 Month Target 1.1	<p>English & Maths Teacher Assessed Targets: 100% of deemed capable students performing at the expect. standard. 85% above the expected standard with 40% achieving 6 months above and 45% achieving 12 months or more above the expected standard</p> <p>25% of students to make 18 months progress within a calendar year.</p> <p>NAPLAN Relative Growth Targets:</p> <p>Grammar and Punctuation Low: 13</p>

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed whole school approaches in Reading (CAFE), Writing (VOICES) and Maths that build a rich, challenging and stimulating learning environment that uses contemporary pedagogy and digital literacies for deep learning and metacognition.	Yes
KIS 2 Building practice excellence	To develop a robust whole school assessment and reporting approach which is supported by high level of data literacy that is connected to the Guiding Statements and the school's definition of interculturalism. (CIS recommendation)	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.	We have chosen to keep this goal, to allow for deepening of our whole school approaches as a tool to engage and enrich student learning. The goal has been started and is in development and continual focus on this will allow for the induction of new staff and the ongoing strengthening of whole school approaches, which are based on current research. NAPLAN data analysis has shown that further consistency could be achieved across the school, as well as when compared with teacher judgement assessment, against the Victorian Curriculum. New frameworks for English and Mathematics whole school approaches were developed in 2018 and further professional learning and trials need to occur, to ensure greater success and impact on student learning is evident.	
Goal 2	To increase learner's capacity for high levels of cognitive engagement, challenge and deep thinking through the development of social and emotional skills and understanding.	
12 Month Target 2.1	<p>Student Engagement</p> <p>Attitudes to School Data Targets</p> <p>Overall % Positive</p> <p>Effective Teaching Time 90%</p> <p>Differentiated Learning Challenge 93%</p> <p>Stimulated Learning 85%</p> <p>High Expectations for Success 97%</p> <p>Effort 86%</p> <p>Learning Confidence 87%</p> <p>Resilience 90%</p> <p>Motivation and interest 92%</p> <p>Self-regulations and goal setting 92%</p>	

Key Improvement Strategies	
Is this KIS selected for focus this year?	
KIS 1 Empowering students and building school pride	<p>Student Engagement in Learning Vertical Team:</p> <p>To further develop a school culture of deep learning, student self regulation and a clearly articulated vision of quality learning and the defined practices that underpin this. (CIS recommendation).</p>
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>Deep learning is a concept that has been introduced in 2018, including 'acquisition' and 'consolidation' which is aligned with the SOLO taxonomy. This is visible within Learning Intentions and Success Criteria that highlights a culture of deep learning as transfer learning. As it is an introductory phase further consistency across the school can be achieved through a continued focus in 2019.</p> <p>Student self-regulation is a language that is used across the school, that requires a definition that is consistent and well understood by all stakeholders, so that it can be effectively used to enhance student engagement and achievement. Further embedding of self-regulation tools will add value to self-regulation as a model, improving clarity around what it looks and feels like.</p> <p>As we continue our partnership with the Science of Learning Research Centre we will look to develop strategies for students and their peers to deepen their learning and support the school's vision for quality learning.</p>
Goal 3	To apply the CIS Recommendations
12 Month Target 3.1	<p>School Staff Survey Outcomes;</p> <p>Collective Efficacy: 82%</p> <p>Staff Trust in colleagues: 85%</p> <p>Teacher Collaboration: 77%</p>
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KIS 1 Building practice excellence	<p>To increase community involvement in achieving the school's vision. (CIS Recommendation)</p> <p>Develop a process to record, analyse and report how the school achieve success in the measurement of their effectiveness of purpose and vision. (CIS recommendation)</p> <p>Engage more deeply with past students to determine the effectiveness of a range of school programs. (CIS recommendation)</p>
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>We have recently initiated contact with past students at a surface level, a continued focus on this will allow us to deepen this resource and develop a measure for the effectiveness of our school programs. This will allow us to reignite these relationships, re-engaging our past students to connect with the school. Using a digital platform, we plan to begin growing this relationship with our alumni.</p> <p>Benefits of this will include;</p> <ul style="list-style-type: none"> - being able to measure the effectiveness of purpose beyond a student's timeline at this school. - pinpointing specific successes that have grown from opportunities at this school. - students will develop a stronger connection to the school, by being able to come back and contribute.
Goal 4	To enrich the leadership structure to maximise staff capacity to lead and implement high levels of accountability for the school's Guiding Statements and data rich culture.
12 Month Target 4.1	<p>School Staff Survey Outcomes;</p> <p>Collective Efficacy: 82%</p> <p>Staff Trust in colleagues: 85%</p> <p>Teacher Collaboration: 77%</p>
Key Improvement Strategies	
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KIS 1 Empowering students and building school pride	Executive Team: Target, refine and enhance the development of highly effective leadership skills across the entire school.	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>With continually changing staff cohort, there is a need to maintain leadership opportunities, with our whole school philosophy stating that "Building staff capacity is paramount." As the size of our school continues to grow, finding opportunities to grow the leadership capabilities for our staff is vital for long term sustainability of excellence.</p> <p>Ingraining guiding statements within our leadership development program will filter down into teaching and learning programs and allow all stakeholders to embody the purpose and vision of our school.</p>	

Define Actions, Outcomes and Activities

Goal 1	To develop curious and resilient lifelong learners with strong academic skills in English, Mathematics (Maths), Science and Metacognition.
12 Month Target 1.1	<p>English & Maths Teacher Assessed Targets: 100% of deemed capable students performing at the expect. standard. 85% above the expected standard with 40% achieving 6 months above and 45% achieving 12 months or more above the expected standard</p> <p>25% of students to make 18 months progress within a calendar year.</p> <p>NAPLAN Relative Growth Targets:</p> <p>Grammar and Punctuation Low: 13 Medium: 49 High: 38</p> <p>Numeracy Low: 14 Medium: 40 High: 46</p> <p>Reading Low: 11 Medium: 45 High: 44</p> <p>Spelling Low: 14 Medium: 39 High: 47</p> <p>Writing Low: 9 Medium: 42 High: 49</p>
KIS 1 Building practice excellence	Embed whole school approaches in Reading (CAFE), Writing (VOICES) and Maths that build a rich, challenging and stimulating learning environment that uses contemporary pedagogy and digital literacies for deep learning and metacognition.
Actions	<p>Mathematics</p> <ul style="list-style-type: none"> - To develop a whole school approach to teaching mathematics which is based on the "Big Ideas" and the GRR pedagogical model - Build the capacity of staff to understand, plan and teach to the Big Ideas of Mathematics consistently across the school - Enact the services of a consultant to support building the staff capacity in the 'Big Ideas of Mathematics' - Develop a whole school understanding of these ideas and build a bank of teaching tools and strategies to support their implementation in learning - Deepen staff capacity of the Maths Proficiency Framework, having transfer to planning, teaching, assessment and student learning goals. <p>English</p> <ul style="list-style-type: none"> - Develop a whole school approach to teaching and assessing Speaking and Listening - Develop a library of mentor texts for each component of the VOICES Writing framework - Build the capacity of staff to 'Teach up & for complexity' within each component of VOICES - Deepen the practice of Spelling Inquiry to build vocabulary and language used within Writing

	- Trial Essential Assessment for Reading to support learner growth			
Outcomes	<p>Mathematics</p> <ul style="list-style-type: none"> - Consistency of practice will be evident throughout the school and staff's understanding of the Big Ideas enhanced - Planning documents and work-programs reflect the Big Ideas of Mathematics and teaching practices targeted - Consultant's workshops will enhance teacher capacity with a direct correlation to effective pedagogical strategies - A whole school resource bank of teaching tools to be accessed as the need arises for coaching and peer observation purposes - Personalized Maths goals based on the Maths Proficiencies for all students in order to deepen the learning experience <p>English:</p> <ul style="list-style-type: none"> - Consistency of practice will be evident throughout the school. Staff's capacity to teach and accurately assess Speaking and Listening developed - Mentor texts used to support teaching of the VOICES menu. Students' vocabulary and complexity of language increased - Students develop a deeper understanding of the VOICES components. Feedback from Teachers and Peers is more targeted - Students develop a greater understanding of word families, origins and linguistics structures such as transportation ('trans' = across, 'port' = to carry and 'tion' = a noun) - Ascertain whether Essential Assessment for Reading is suitable for our context 			
Success Indicators	<p>Mathematics</p> <ul style="list-style-type: none"> - Consistency of practice throughout the school evident in all classrooms - Consistency of planning documentation to enhance the learning needs of students which are supported by individual learning goals at the child's ZPD - Staff access teaching tools bank as a means to support and challenge one another e.g. Learning Specialist's coaching <p>English</p> <ul style="list-style-type: none"> - Greater alignment of teacher judgements in 'Speaking and Listening' with 'Writing and Reading' with improved accuracy of assessment - Students' deploying greater vocabulary and complexity of language when speaking and writing - Students' writing to exhibit greater complexity and engagement - Students capacity to transfer understanding of word families to unfamiliar words and discern the meaning of the word to increase - Judgement made by staff regarding the possibility of Essential Assessment for Reading being used to support teaching, learning and assessment 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Maths: Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Commence documenting whole school approach to Mathematics - Implement a robust staff induction program - Target new staff for pedagogical coaching - Further develop Essential Assessments in Maths, Pacing Calendars, Maths Talks, LI and SC and individual learning goals 	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used
<p>English: Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Commence documenting whole school approach to Speaking and Listening - Develop a library of mentor texts for each component of the VOICES Writing framework and use these in staff workshops to build capacity - Implement a robust staff induction program - Target new staff for pedagogical coaching - Trial Essential Assessments in Reading - Deepen the practice of Spelling Inquiry to build vocabulary and language used within Writing 	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

<p>Targeted Student Learning Program: Implemented to target the learning needs EAL students, and those achieving below the expected standard throughout the school which is based on weekly evidence provided by classroom assessment. In 2019 the school has employed 8 staff to undertake this role costing approx. \$420, 000</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,636.70 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	To develop a robust whole school assessment and reporting approach which is supported by high level of data literacy that is connected to the Guiding Statements and the school's definition of interculturalism. (CIS recommendation)			
Actions	<p>Data Literacy Vertical Team</p> <ul style="list-style-type: none"> - Complete the development and then trial the new whole school assessment schedule - Develop a whole school document which outlines the Data Literacy skills required at different career stages - Develop a professional learning program to improve and define whole school Data Literacy, with a focus on; <ul style="list-style-type: none"> * Defining "Data Literacy" * Aligning the use of GradeXpert and Compass with our Whole School Assessment and Data Schedule. * Improving and embedding agreed data literacy approaches, for instance Data Walls * Assessment and use of evidence (data) for teaching and learning * Reporting * Tracking student's personal learning goals - 5 senior members of staff to complete the Data Wise program 			
Outcomes	<ul style="list-style-type: none"> - Whole school assessment schedule developed and trialled - Whole school Data Literacy document to provide all staff with a clear and consistent understanding of the skills required - Professional learning - build staff capacity to analyse, interpret and use evidence to drive targeted teaching and learning - Data walls will be used as a case management strategy in conjunction with cohort approaches to utilising student assessment and attitudinal data - Staff who attended the Data Wise program, to lead the implementation of deeper data literacy 			
Success Indicators	<ul style="list-style-type: none"> - Whole school assessment schedule will allow consistency and a timely approach to assessment for teaching and learning - The whole school Data Literacy document will enable all staff to have a deeper understanding of evidence based teaching and the importance of using data to drive teaching and learning - Evidence (data) is used for effective planning and implementation at the student's ZPD - Staff capacity continued to be built via the staff who attended the Data Wise program 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Developing the documenting of a whole school approach to Data Literacy and assessment. Key definitions and protocols will be outlined and will act as a framework for managing, tracking, planning and using assessment, while also acting as a professional development resource for teachers as they progress through their career - Implement a robust staff induction program - Target new staff for Data Literacy coaching - Complete the development and then trialling of the new whole school assessment schedule - Data tracking and analysis tools will be used on an ongoing basis, supporting and inspiring evidence based conversations that lead to rich learning experiences that are targeted at individual student learning needs 	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To increase learner's capacity for high levels of cognitive engagement, challenge and deep thinking through the development of social and emotional skills and understanding.			
12 Month Target 2.1	<p>Student Engagement</p> <p>Attitudes to School Data Targets</p> <p>Overall % Positive</p> <p>Effective Teaching Time 90%</p> <p>Differentiated Learning Challenge 93%</p> <p>Stimulated Learning 85%</p> <p>High Expectations for Success 97%</p> <p>Effort 86%</p> <p>Learning Confidence 87%</p> <p>Resilience 90%</p> <p>Motivation and interest 92%</p> <p>Self-regulations and goal setting 92%</p>			
KIS 1 Empowering students and building school pride	<p>Student Engagement in Learning Vertical Team:</p> <p>To further develop a school culture of deep learning, student self regulation and a clearly articulated vision of quality learning and the defined practices that underpin this. (CIS recommendation).</p>			
Actions	<p>Student Engagement in Learning</p> <ul style="list-style-type: none"> - To create and implement a three-tiered GWPS Attitudes to School Survey across the school for students to explain/justify their thinking and feelings - To develop a framework for peer to peer feedback that refers to students explicitly using goals, success criteria and the VOICES/CAFE/SURF frames to develop Feedforward for learning - Building a definition of self-regulation for consistent understanding and use for all stakeholders - To continue and deepen the Science of Learning strategies (e.g. The Learning Pit, Growth Mindset and Self-Regulation) in learning - Trial and review newly developed 2-year Inquiry Scope and Sequence - Provide all staff with the text "10 Mindframes for Visible Learning" by Hattie and Zierer 			
Outcomes	<ul style="list-style-type: none"> - Social-emotional learning to be based on the evidence from GWPS Attitudes to School survey - Students will utilise the Feedback Framework to reflect on their learning and provide one another with accurate Feed Forward in order to improve their learning. - A consistent understanding of self-regulation evident across the school and used as a means to further engage one another in the learning process - Students will be able to articulate and explain their learning journey with an emphasis on metacognition - The new Inquiry scope and sequence will provide the students with a scaffolded curriculum that contains a global perspective through the lens of interculturalism and the opportunity to transfer their learning from one curriculum area to others - Whole staff text to provide the basis for professional reading and learning with a deep focus on improving teacher practice and student engagement 			
Success Indicators	<ul style="list-style-type: none"> - An improvement in the authenticity of the Social and Emotional learning concepts taught and behaviour in the school which should be reflected in the Attitudes to School survey - Feedback Framework visible in students work books, learning samples, anchor charts and learning displays - Students, staff and parents referring to self-regulation in a consistent manner - Students communicate their learning in a meaningful, constructive and articulate manner which represents the reflection of the various strategies and thinking employed to enhance their learning - New scope and sequence to provide the school community with the opportunity to engage in inquiry learning in a meaningful and purposeful manner 			

	- Whole staff text used as a stimulus for professional conversations and the catalyst for staff to reflect on practice			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Developing a framework for feedback cycle with specific reference to learning intentions, success criteria, personalised learning goals and VOICES/CAFE/SURF. - Building the capacity of students to deliver accurate feedback (feed-up, feedback, feedforward) with referral to the success criteria. - Build student knowledge of whole school definition of FB and what it looks/feels/sounds like - Further deepen learning intentions and success criteria for consistency in rigour using the SOLO Taxonomy. <p>Rigorous focus on building new staff capacity at this foundational level during induction and Term 1</p> <ul style="list-style-type: none"> - Learning Specialists to drive document and implementation for WSA to learning intentions and success criteria - Continue to use research and collect evidence of impact at our school to drive development and reflection of our current WSA to LI and SC - Continue rigorous, sequenced learning intentions and tiered success criteria with language of surface (acquisition), surface (consolidation), deep (acquisition) and (consolidation) - Build staff capacity of FB with visibility throughout classrooms and within planning documents - Utilise the whole school text as a professional reading resource and as the basis of a professional learning workshops 	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To apply the CIS Recommendations			
12 Month Target 3.1	School Staff Survey Outcomes; Collective Efficacy: 82% Staff Trust in colleagues: 85% Teacher Collaboration: 77%			
KIS 1 Building practice excellence	To increase community involvement in achieving the school's vision. (CIS Recommendation) Develop a process to record, analyse and report how the school achieve success in the measurement of their effectiveness of purpose and vision. (CIS recommendation) Engage more deeply with past students to determine the effectiveness of a range of school programs. (CIS recommendation)			
Actions	<ul style="list-style-type: none"> - Incorporate various parent education program throughout the school year - Collect data from 2018 students pertaining to their academic achievements and how their wellbeing was supported at GWPS, once they have transitioned to secondary school - Creation of an alumni program - Track student learning growth from Year 5 to 7 in NAPLAN achievement 			
Outcomes	<ul style="list-style-type: none"> - Parents have a deeper understanding of the school's programs, curriculum and our purpose as indicated in the school's Guiding Statements - GWPS to have a deeper understanding of what is working well and areas for improvement - Past students to continue to have a dedicated affiliation with their primary school - Data analysis to provide the opportunity to gauge effectiveness of the Year 6 teaching and learning programs 			

Success Indicators	<ul style="list-style-type: none"> - Parent understandings to improve which should result in greater connectedness, awareness and support of programs - GWPS to review practice and implement changes as required - Increase affiliation and connectedness to GWPS which could lead to greater involvement throughout the school and school events - Programs to be adjusted as required in order to even better cater for the learning needs of Year 6 students 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a detailed Action Plan which consists of: <ul style="list-style-type: none"> - Lead professional learning for staff - Lead and implement parental education programs - Development of an Alumni program - Review effectiveness of existing Year 6 programs 	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To enrich the leadership structure to maximise staff capacity to lead and implement high levels of accountability for the school's Guiding Statements and data rich culture.			
12 Month Target 4.1	School Staff Survey Outcomes; Collective Efficacy: 82% Staff Trust in colleagues: 85% Teacher Collaboration: 77%			
KIS 1 Empowering students and building school pride	Executive Team: Target, refine and enhance the development of highly effective leadership skills across the entire school.			
Actions	<ul style="list-style-type: none"> - Further enhance the leadership opportunities throughout the school by incorporating an assistant teaching and learning leader across all levels. - Continue coaching sessions and workshops for all staff in leadership positions including the newly appointed assistant TaLLs. - Continue Executive Team strategically engineering a Professional Learning and Meeting schedule - Developing Teaching and Learning Leaders (TaLL's) capacity to drive data analysis in their levels through workshops 			
Outcomes	<ul style="list-style-type: none"> - Build the leadership capacity of "middle tier" staff - Leadership capacity enhanced through 1:1 coaching and workshops - Professional Learning and Meeting schedule to be strategic and cater for the learning needs of staff - Teaching and Learning Leaders to drive data literacy across a dedicated cohort 			
Success Indicators	<ul style="list-style-type: none"> - Continual development of additional staff to lead throughout the school with the potential to promote and cater for succession planning needs - Increase number of staff to drive improvement through the lens of deeper learning - Staff professional learning needs are met which correlates to classroom practice - Cohort needs are targeted and addressed 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a detailed Action Plan which consists of: <ul style="list-style-type: none"> - Lead professional learning for staff - Appoint a leadership coach - Engineer time for the school's Executive Team to construct the Professional Learning and Meeting schedule - Principal Class to work with the school's leadership coach to develop 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <input type="checkbox"/> Equity funding will be used

workshops which address the learning needs of all leaders				
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$14,636.70	\$14,636.70
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$14,636.70	\$14,636.70

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Targeted Student Learning Program: Implemented to target the learning needs EAL students, and those achieving below the expected standard throughout the school which is based on weekly evidence provided by classroom assessment. In 2019 the school has employed 8 staff to undertake this role costing approx. \$420, 000	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$14,636.70	\$14,636.70
Totals			\$14,636.70	\$14,636.70

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
<p>Maths: Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Commence documenting whole school approach to Mathematics - Implement a robust staff induction program - Target new staff for pedagogical coaching - Further develop Essential Assessments in Maths, Pacing Calendars, Maths Talks, LI and SC and individual learning goals 	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Maths Consultant Leonie Anstey	<input checked="" type="checkbox"/> On-site
<p>English: Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Commence documenting whole school approach to Speaking and Listening - Develop a library of mentor texts for each component of the VOICES Writing framework and use these in staff workshops to build capacity - Implement a robust staff induction program - Target new staff for pedagogical coaching - Trial Essential Assessments in Reading - Deepen the practice of Spelling Inquiry to build vocabulary and language used within Writing 	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Developing the documenting of a whole school approach to Data Literacy and assessment. Key definitions and protocols will be outlined and will act as a framework for managing, tracking, planning and using assessment, while also acting as a professional development resource for teachers as they progress through their career - Implement a robust staff induction program - Target new staff for Data Literacy coaching - Complete the development and then trialling of the new whole school assessment schedule - Data tracking and analysis tools will be used on an ongoing basis, supporting and inspiring evidence based conversations that lead to rich learning experiences that are targeted at individual student learning needs 	<input checked="" type="checkbox"/> Assistant Principal	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"/> 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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Harvard Data Wise program	<input checked="" type="checkbox"/> On-site

<p>Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Developing a framework for feedback cycle with specific reference to learning intentions, success criteria, personalised learning goals and VOICES/CAFE/SURF. - Building the capacity of students to deliver accurate feedback (feed-up, feedback, feedforward) with referral to the success criteria. - Build student knowledge of whole school definition of FB and what it looks/feels/sounds like - Further deepen learning intentions and success criteria for consistency in rigour using the SOLO Taxonomy. <p>Rigorous focus on building new staff capacity at this foundational level during induction and Term 1</p> <ul style="list-style-type: none"> - Learning Specialists to drive document and implementation for WSA to learning intentions and success criteria - Continue to use research and collect evidence of impact at our school to drive development and reflection of our current WSA to LI and SC - Continue rigorous, sequenced learning intentions and tiered success criteria with language of surface (acquisition), surface (consolidation), deep (acquisition) and (consolidation) - Build staff capacity of FB with visibility throughout classrooms and within planning documents - Utilise the whole school text as a professional reading resource and as the basis of a professional learning workshops 	<input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Demonstration lessons	<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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Melbourne University's Science of Learning Network	<input checked="" type="checkbox"/> On-site
<p>Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Lead and implement parental education programs - Development of an Alumni program - Review effectiveness of existing Year 6 programs 	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants CIS staff	<input checked="" type="checkbox"/> On-site
<p>Develop a detailed Action Plan which consists of:</p> <ul style="list-style-type: none"> - Lead professional learning for staff - Appoint a leadership coach - Engineer time for the school's Executive Team to construct the Professional Learning and Meeting schedule 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Leadership Coach - Julie Symons	<input checked="" type="checkbox"/> On-site

- Principal Class to work with the school's leadership coach to develop workshops which address the learning needs of all leaders						
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