

2019 Annual Implementation Plan

for improving student outcomes

Mortlake P-12 College (5376)



Submitted for review by Graeme Good (School Principal) on 14 December, 2018 at 03:37 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 07 January, 2019 at 10:23 AM
Endorsed by Bruce Goddard (School Council President) on 12 March, 2019 at 07:39 PM

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 moving towards Embedding
	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	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

Enter your reflective comments

There has been significant progress in all areas over the past 12 months. There has been a strong focus on professional learning particularly in the area of literacy. The School Improvement Partnership that we were involved in with five other schools was very beneficial. The opportunity our middle level leaders had to collaborate with colleagues from other schools was invaluable and they relished the opportunity to visit classrooms in other schools and focus on improving their practice. This initiative led to an Literacy/English teachers' meeting being scheduled twice in each of terms 3 & 4 during meeting time thus providing an opportunity to focus on a school-wide approach to reading instruction. Instructional models were developed for each of the three sub-schools. Another team of middle level leaders participated in the Professional Learning Community initiative and this has shown the importance of highly effective team leaders and structures. Classroom observations and feedback are

	<p>embedded in each teacher's professional learning and a strong student voice is encouraged particularly through the use of the Pivot student surveys which are conducted in first and second semester. Achievement and engagement data is used extensively by teams throughout the school to identify and address areas of concern. Equity funding has been used to support the Fountas & Pinnell Literacy Intervention program and this year saw the introduction of the Quick Smart Numeracy Intervention program and the results in each of these programs has been very positive.</p>
<p>Considerations for 2019</p>	<p>We will continue our school-wide focus on Literacy and in particular the development and implementation of a Reading Instructional model that is practised consistently across the school. We will undertake professional learning to develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in reading. We are hopeful of being accepted into the "Sounds Write" professional learning in the early part of 2019. Having completed the PLC professional learning this year we will look to build upon the capacity of our staff to work effectively in teams utilising a PLC process. We will continue to use equity funding to support the Fountas & Pinnell Levelled Literacy Intervention program in order to build the literacy skills of those students most at risk and we will also continue to support the Quick Smart Numeracy Intervention program to support students requiring intervention and support. We will focus on providing our students with an authentic voice and support them to provide meaningful feedback to teachers and also have an important role to play in what is being taught in their classes and how it is taught.</p>
<p>Documents that support this plan</p>	

SSP Goals Target and KIS

Goal 1	Achievement: To maximise student outcomes in all areas of the curriculum with a particular focus on Literacy and Numeracy.																																																																																																																																																																																																						
Target 1.1	<p>Students maintain or exceed 12 months learning gain in Reading Comprehension and Numeracy as measured against their year level stanines on the PAT tests conducted in November.</p> <p>NAPLAN Relative Growth scores measuring learning gain from year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will be at or above levels of those schools with a similar SFO on each dimension and will meet the following targets by 2020.</p> <p style="text-align: center;">Year 3-5</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>22.7%</td> <td>22.7%</td> <td>20.8%</td> <td>41.7%</td> <td>28.6%</td> <td>33.3%</td> <td>13.6%</td> <td>31.8%</td> <td>9.1%</td> <td>27.3%</td> </tr> <tr> <td>2015</td> <td>23.8%</td> <td>28.6%</td> <td>38.1%</td> <td>19%</td> <td>26.3%</td> <td>26.3%</td> <td>25%</td> <td>5.0%</td> <td>30%</td> <td>25%</td> </tr> <tr> <td>2016</td> <td>31.3%</td> <td>6.3%</td> <td>26.7%</td> <td>20%</td> <td>12.5%</td> <td>25%</td> <td>18.8%</td> <td>25%</td> <td>18.8%</td> <td>37.5%</td> </tr> <tr> <td>Target</td> <td>23%</td> <td>20%</td> <td>20%</td> <td>23%</td> <td>20%</td> <td>25%</td> <td>20%</td> <td>25%</td> <td>15%</td> <td>30%</td> </tr> </tbody> </table> <p style="text-align: center;">Year 5-7</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>25%</td> <td>30%</td> <td>15%</td> <td>30%</td> <td>7.1%</td> <td>42.9%</td> <td>31.3%</td> <td>31.3%</td> <td>31.3%</td> <td>18.8%</td> </tr> <tr> <td>2015</td> <td>18.2%</td> <td>27.3%</td> <td>27.3%</td> <td>18.2%</td> <td>0%</td> <td>27.3%</td> <td>45.5%</td> <td>27.3%</td> <td>18.2%</td> <td>9.1%</td> </tr> <tr> <td>2016</td> <td>34.6%</td> <td>15.4%</td> <td>16%</td> <td>32%</td> <td>30.4%</td> <td>21.7%</td> <td>33.3%</td> <td>25%</td> <td>12.5%</td> <td>33.3%</td> </tr> <tr> <td>Target</td> <td>25%</td> <td>25%</td> <td>15%</td> <td>30%</td> <td>20%</td> <td>25%</td> <td>30%</td> <td>25%</td> <td>15%</td> <td>30%</td> </tr> </tbody> </table> <p style="text-align: center;">Year 7-9</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>41.2%</td> <td>5.9%</td> <td>37.5%</td> <td>18.8%</td> <td>25%</td> <td>31.3%</td> <td>41.2%</td> <td>29.4%</td> <td>35.3%</td> <td>29.4%</td> </tr> <tr> <td>2015</td> <td>10%</td> <td>30%</td> <td>22.2%</td> <td>22.2%</td> <td>12.5%</td> <td>37.5%</td> <td>22.2%</td> <td>33.3%</td> <td>0%</td> <td>33.3%</td> </tr> <tr> <td>2016</td> <td>20%</td> <td>20%</td> <td>7.1%</td> <td>35.7%</td> <td>16.7%</td> <td>16.7%</td> <td>30.8%</td> <td>23.1%</td> <td>0%</td> <td>38.5%</td> </tr> <tr> <td>Target</td> <td>20%</td> <td>25%</td> <td>20%</td> <td>30%</td> <td>15%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>15%</td> <td>30%</td> </tr> </tbody> </table> <p>Based on 2016 Staff Opinion Survey improve;</p> <ul style="list-style-type: none"> • Collective Efficacy from 71% to 75% by 2020 • Collective Responsibility from 74% to 78% by 2020 • Teacher Collaboration from 55% to 60% by 2020 <p>Reading Goals</p> <p>Year 3 Reading</p> <p>Increase the percentage of students in the top 2 bands of NAPLAN from 44% to 50%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 11% to 5%</p>		Reading		Numeracy		Writing		Spelling		G&P		Growth	Low	High	Low	High	Low	High	Low	High	Low	High	2014	22.7%	22.7%	20.8%	41.7%	28.6%	33.3%	13.6%	31.8%	9.1%	27.3%	2015	23.8%	28.6%	38.1%	19%	26.3%	26.3%	25%	5.0%	30%	25%	2016	31.3%	6.3%	26.7%	20%	12.5%	25%	18.8%	25%	18.8%	37.5%	Target	23%	20%	20%	23%	20%	25%	20%	25%	15%	30%		Reading		Numeracy		Writing		Spelling		G&P		Growth	Low	High	Low	High	Low	High	Low	High	Low	High	2014	25%	30%	15%	30%	7.1%	42.9%	31.3%	31.3%	31.3%	18.8%	2015	18.2%	27.3%	27.3%	18.2%	0%	27.3%	45.5%	27.3%	18.2%	9.1%	2016	34.6%	15.4%	16%	32%	30.4%	21.7%	33.3%	25%	12.5%	33.3%	Target	25%	25%	15%	30%	20%	25%	30%	25%	15%	30%		Reading		Numeracy		Writing		Spelling		G&P		Growth	Low	High	Low	High	Low	High	Low	High	Low	High	2014	41.2%	5.9%	37.5%	18.8%	25%	31.3%	41.2%	29.4%	35.3%	29.4%	2015	10%	30%	22.2%	22.2%	12.5%	37.5%	22.2%	33.3%	0%	33.3%	2016	20%	20%	7.1%	35.7%	16.7%	16.7%	30.8%	23.1%	0%	38.5%	Target	20%	25%	20%	30%	15%	25%	25%	25%	15%	30%
	Reading		Numeracy		Writing		Spelling		G&P																																																																																																																																																																																														
Growth	Low	High	Low	High	Low	High	Low	High	Low	High																																																																																																																																																																																													
2014	22.7%	22.7%	20.8%	41.7%	28.6%	33.3%	13.6%	31.8%	9.1%	27.3%																																																																																																																																																																																													
2015	23.8%	28.6%	38.1%	19%	26.3%	26.3%	25%	5.0%	30%	25%																																																																																																																																																																																													
2016	31.3%	6.3%	26.7%	20%	12.5%	25%	18.8%	25%	18.8%	37.5%																																																																																																																																																																																													
Target	23%	20%	20%	23%	20%	25%	20%	25%	15%	30%																																																																																																																																																																																													
	Reading		Numeracy		Writing		Spelling		G&P																																																																																																																																																																																														
Growth	Low	High	Low	High	Low	High	Low	High	Low	High																																																																																																																																																																																													
2014	25%	30%	15%	30%	7.1%	42.9%	31.3%	31.3%	31.3%	18.8%																																																																																																																																																																																													
2015	18.2%	27.3%	27.3%	18.2%	0%	27.3%	45.5%	27.3%	18.2%	9.1%																																																																																																																																																																																													
2016	34.6%	15.4%	16%	32%	30.4%	21.7%	33.3%	25%	12.5%	33.3%																																																																																																																																																																																													
Target	25%	25%	15%	30%	20%	25%	30%	25%	15%	30%																																																																																																																																																																																													
	Reading		Numeracy		Writing		Spelling		G&P																																																																																																																																																																																														
Growth	Low	High	Low	High	Low	High	Low	High	Low	High																																																																																																																																																																																													
2014	41.2%	5.9%	37.5%	18.8%	25%	31.3%	41.2%	29.4%	35.3%	29.4%																																																																																																																																																																																													
2015	10%	30%	22.2%	22.2%	12.5%	37.5%	22.2%	33.3%	0%	33.3%																																																																																																																																																																																													
2016	20%	20%	7.1%	35.7%	16.7%	16.7%	30.8%	23.1%	0%	38.5%																																																																																																																																																																																													
Target	20%	25%	20%	30%	15%	25%	25%	25%	15%	30%																																																																																																																																																																																													

	<p>Year 5 Reading</p> <p>Increase the percentage of students in the top 2 bands of NAPLAN from 39% to 45%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 26% to 20%</p> <p>Year 7 Reading</p> <p>Increase the percentage of students in the top 2 bands of NAPLAN from 18% to 25%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 18% to 15%</p> <p>Year 9 Reading</p> <p>Increase the percentage of students in the top two bands of NAPLAN from 0% to 15%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 14% to 10%</p>																											
<p>Key Improvement Strategy 1.ay Building practice excellence</p>	<p>Develop and implement a whole-school approach to reading</p>																											
<p>Goal 2</p>	<p>Engagement: To ensure students feel safe, positive and motivated to learn</p>																											
<p>Target 2.1</p>	<p>Based on 2016 Student Attitude to School survey outcomes raise;</p> <ul style="list-style-type: none"> • Connectedness to Peers from 4.08 to 4.20 by 2020 • Learning Confidence from 3.90 to 4.00 by 2020 • Teacher Effectiveness from 3.90 to 4.00 by 2020 • Teacher Empathy from 3.98 to 4.10 by 2020 • Classroom Behaviour from 3.29 to 3.35 by 2020 <p>Based on 2016 Staff Opinion Survey raise;</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning from 81% to 85% by 2020 • Teacher Collaboration from 55% to 60% by 2020 <p>Based on 2016 Parent Opinion Survey raise:</p> <ul style="list-style-type: none"> • Stimulating Learning from 42% to 48% by 2020 • Student Motivation from 52% to 58% by 2020 • Connectedness to Peers from 54% to 58% by 2020 • <p>To maintain and improve current levels of attendance to at least state means at all year levels with a particular focus on middle & senior secondary years.</p> <p style="text-align: center;">Absence days per FTE; Annual Targets</p> <table border="1" data-bbox="973 1812 2525 1927"> <thead> <tr> <th>Year</th> <th>Prep</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Five</th> <th>Six</th> <th>P-6</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>11.58</td> <td>15.97</td> <td>12.42</td> <td>18.24</td> <td>11.71</td> <td>9.88</td> <td>8.74</td> <td>12.80</td> </tr> <tr> <td>2015</td> <td>13.13</td> <td>14.24</td> <td>15.28</td> <td>11.01</td> <td>16.00</td> <td>9.38</td> <td>12.62</td> <td>12.95</td> </tr> </tbody> </table>	Year	Prep	One	Two	Three	Four	Five	Six	P-6	2014	11.58	15.97	12.42	18.24	11.71	9.88	8.74	12.80	2015	13.13	14.24	15.28	11.01	16.00	9.38	12.62	12.95
Year	Prep	One	Two	Three	Four	Five	Six	P-6																				
2014	11.58	15.97	12.42	18.24	11.71	9.88	8.74	12.80																				
2015	13.13	14.24	15.28	11.01	16.00	9.38	12.62	12.95																				

	2016	14.91	10.78	14.30	17.43	11.57	9.41	9.73	12.67
	Target	12.00	13.00	14.00	14.00	12.00	9.00	9.00	12.00
	Year	Seven	Eight	Nine	Ten	Eleven	Twelve	7-12	
	2014	14.78	13.50	26.17	15.41	19.27	9.56	17.43	
	2015	16.22	20.05	14.08	24.18	18.57	15.03	18.79	
	2016	9.69	14.66	13.79	18.33	17.61	24.51	14.91	
	Target	12.00	13.00	14.00	15.00	15.00	15.00	14.00	
Key Improvement Strategy 2.ay Empowering students and building school pride	Engagement: Strengthen student voice and agency								
Goal 3									

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																																																																																																																																																						
<p>Achievement: To maximise student outcomes in all areas of the curriculum with a particular focus on Literacy and Numeracy.</p>	<p>Yes</p>	<p>Students maintain or exceed 12 months learning gain in Reading Comprehension and Numeracy as measured against their year level stanines on the PAT tests conducted in November.</p> <p>NAPLAN Relative Growth scores measuring learning gain from year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will be at or above levels of those schools with a similar SFO on each dimension and will meet the following targets by 2020.</p> <p style="text-align: center;">Year 3-5</p> <table border="1" data-bbox="816 684 2053 907"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>22.7%</td> <td>22.7%</td> <td>20.8%</td> <td>41.7%</td> <td>28.6%</td> <td>33.3%</td> <td>13.6%</td> <td>31.8%</td> <td>9.1%</td> <td>27.3%</td> </tr> <tr> <td>2015</td> <td>23.8%</td> <td>28.6%</td> <td>38.1%</td> <td>19%</td> <td>26.3%</td> <td>26.3%</td> <td>25%</td> <td>5.0%</td> <td>30%</td> <td>25%</td> </tr> <tr> <td>2016</td> <td>31.3%</td> <td>6.3%</td> <td>26.7%</td> <td>20%</td> <td>12.5%</td> <td>25%</td> <td>18.8%</td> <td>25%</td> <td>18.8%</td> <td>37.5%</td> </tr> <tr> <td>Target</td> <td>23%</td> <td>20%</td> <td>20%</td> <td>23%</td> <td>20%</td> <td>25%</td> <td>20%</td> <td>25%</td> <td>15%</td> <td>30%</td> </tr> </tbody> </table> <p style="text-align: center;">Year 5-7</p> <table border="1" data-bbox="816 1012 2053 1234"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>25%</td> <td>30%</td> <td>15%</td> <td>30%</td> <td>7.1%</td> <td>42.9%</td> <td>31.3%</td> <td>31.3%</td> <td>31.3%</td> <td>18.8%</td> </tr> <tr> <td>2015</td> <td>18.2%</td> <td>27.3%</td> <td>27.3%</td> <td>18.2%</td> <td>0%</td> <td>27.3%</td> <td>45.5%</td> <td>27.3%</td> <td>18.2%</td> <td>9.1%</td> </tr> <tr> <td>2016</td> <td>34.6%</td> <td>15.4%</td> <td>16%</td> <td>32%</td> <td>30.4%</td> <td>21.7%</td> <td>33.3%</td> <td>25%</td> <td>12.5%</td> <td>33.3%</td> </tr> <tr> <td>Target</td> <td>25%</td> <td>25%</td> <td>15%</td> <td>30%</td> <td>20%</td> <td>25%</td> <td>30%</td> <td>25%</td> <td>15%</td> <td>30%</td> </tr> </tbody> </table> <p style="text-align: center;">Year 7-9</p> <table border="1" data-bbox="816 1339 2053 1562"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>41.2%</td> <td>5.9%</td> <td>37.5%</td> <td>18.8%</td> <td>25%</td> <td>31.3%</td> <td>41.2%</td> <td>29.4%</td> <td>35.3%</td> <td>29.4%</td> </tr> <tr> <td>2015</td> <td>10%</td> <td>30%</td> <td>22.2%</td> <td>22.2%</td> <td>12.5%</td> <td>37.5%</td> <td>22.2%</td> <td>33.3%</td> <td>0%</td> <td>33.3%</td> </tr> <tr> <td>2016</td> <td>20%</td> <td>20%</td> <td>7.1%</td> <td>35.7%</td> <td>16.7%</td> <td>16.7%</td> <td>30.8%</td> <td>23.1%</td> <td>0%</td> <td>38.5%</td> </tr> <tr> <td>Target</td> <td>20%</td> <td>25%</td> <td>20%</td> <td>30%</td> <td>15%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>15%</td> <td>30%</td> </tr> </tbody> </table> <p>Based on 2016 Staff Opinion Survey improve;</p> <ul style="list-style-type: none"> • Collective Efficacy from 71% to 75% by 2020 • Collective Responsibility from 74% to 78% by 2020 • Teacher Collaboration from 55% to 60% by 2020 <p>Reading Goals</p>		Reading		Numeracy		Writing		Spelling		G&P		Growth	Low	High	Low	High	Low	High	Low	High	Low	High	2014	22.7%	22.7%	20.8%	41.7%	28.6%	33.3%	13.6%	31.8%	9.1%	27.3%	2015	23.8%	28.6%	38.1%	19%	26.3%	26.3%	25%	5.0%	30%	25%	2016	31.3%	6.3%	26.7%	20%	12.5%	25%	18.8%	25%	18.8%	37.5%	Target	23%	20%	20%	23%	20%	25%	20%	25%	15%	30%		Reading		Numeracy		Writing		Spelling		G&P		Growth	Low	High	Low	High	Low	High	Low	High	Low	High	2014	25%	30%	15%	30%	7.1%	42.9%	31.3%	31.3%	31.3%	18.8%	2015	18.2%	27.3%	27.3%	18.2%	0%	27.3%	45.5%	27.3%	18.2%	9.1%	2016	34.6%	15.4%	16%	32%	30.4%	21.7%	33.3%	25%	12.5%	33.3%	Target	25%	25%	15%	30%	20%	25%	30%	25%	15%	30%		Reading		Numeracy		Writing		Spelling		G&P		Growth	Low	High	Low	High	Low	High	Low	High	Low	High	2014	41.2%	5.9%	37.5%	18.8%	25%	31.3%	41.2%	29.4%	35.3%	29.4%	2015	10%	30%	22.2%	22.2%	12.5%	37.5%	22.2%	33.3%	0%	33.3%	2016	20%	20%	7.1%	35.7%	16.7%	16.7%	30.8%	23.1%	0%	38.5%	Target	20%	25%	20%	30%	15%	25%	25%	25%	15%	30%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the % of students in the top 2 bands of NAPLAN Reading; Year 3 42% to 45% Year 5 27% to 35% Year 7 15% to 25% Year 9 28% to 35%</p> <p>Decrease the % of students in the bottom 2 bands of NAPLAN Reading; Year 3 17% to 10% Year 5 26% to 20% Year 7 21% to 15% Year 9 19% to 15%</p> <p>Based on 2018 Staff Opinion Survey Improve Collective Efficacy from 69% to 72% Improve Collective Responsibility from 79% to 82% Improve Teacher Collaboration from 725 to 74%</p>
	Reading		Numeracy		Writing		Spelling		G&P																																																																																																																																																																																																
Growth	Low	High	Low	High	Low	High	Low	High	Low	High																																																																																																																																																																																															
2014	22.7%	22.7%	20.8%	41.7%	28.6%	33.3%	13.6%	31.8%	9.1%	27.3%																																																																																																																																																																																															
2015	23.8%	28.6%	38.1%	19%	26.3%	26.3%	25%	5.0%	30%	25%																																																																																																																																																																																															
2016	31.3%	6.3%	26.7%	20%	12.5%	25%	18.8%	25%	18.8%	37.5%																																																																																																																																																																																															
Target	23%	20%	20%	23%	20%	25%	20%	25%	15%	30%																																																																																																																																																																																															
	Reading		Numeracy		Writing		Spelling		G&P																																																																																																																																																																																																
Growth	Low	High	Low	High	Low	High	Low	High	Low	High																																																																																																																																																																																															
2014	25%	30%	15%	30%	7.1%	42.9%	31.3%	31.3%	31.3%	18.8%																																																																																																																																																																																															
2015	18.2%	27.3%	27.3%	18.2%	0%	27.3%	45.5%	27.3%	18.2%	9.1%																																																																																																																																																																																															
2016	34.6%	15.4%	16%	32%	30.4%	21.7%	33.3%	25%	12.5%	33.3%																																																																																																																																																																																															
Target	25%	25%	15%	30%	20%	25%	30%	25%	15%	30%																																																																																																																																																																																															
	Reading		Numeracy		Writing		Spelling		G&P																																																																																																																																																																																																
Growth	Low	High	Low	High	Low	High	Low	High	Low	High																																																																																																																																																																																															
2014	41.2%	5.9%	37.5%	18.8%	25%	31.3%	41.2%	29.4%	35.3%	29.4%																																																																																																																																																																																															
2015	10%	30%	22.2%	22.2%	12.5%	37.5%	22.2%	33.3%	0%	33.3%																																																																																																																																																																																															
2016	20%	20%	7.1%	35.7%	16.7%	16.7%	30.8%	23.1%	0%	38.5%																																																																																																																																																																																															
Target	20%	25%	20%	30%	15%	25%	25%	25%	15%	30%																																																																																																																																																																																															

		<p>Year 3 Reading</p> <p>Increase the percentage of students in the top 2 bands of NAPLAN from 44% to 50%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 11% to 5%</p> <p>Year 5 Reading</p> <p>Increase the percentage of students in the top 2 bands of NAPLAN from 39% to 45%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 26% to 20%</p> <p>Year 7 Reading</p> <p>Increase the percentage of students in the top 2 bands of NAPLAN from 18% to 25%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 18% to 15%</p> <p>Year 9 Reading</p> <p>Increase the percentage of students in the top two bands of NAPLAN from 0% to 15%</p> <p>Decrease the percentage of students in the bottom 2 bands of NAPLAN from 14% to 10%</p>																			
<p>Engagement: To ensure students feel safe, positive and motivated to learn</p>	<p>Yes</p>	<p>Based on 2016 Student Attitude to School survey outcomes raise;</p> <ul style="list-style-type: none"> • Connectedness to Peers from 4.08 to 4.20 by 2020 • Learning Confidence from 3.90 to 4.00 by 2020 • Teacher Effectiveness from 3.90 to 4.00 by 2020 • Teacher Empathy from 3.98 to 4.10 by 2020 • Classroom Behaviour from 3.29 to 3.35 by 2020 <p>Based on 2016 Staff Opinion Survey raise;</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning from 81% to 85% by 2020 • Teacher Collaboration from 55% to 60% by 2020 <p>Based on 2016 Parent Opinion Survey raise:</p> <ul style="list-style-type: none"> • Stimulating Learning from 42% to 48% by 2020 • Student Motivation from 52% to 58% by 2020 • Connectedness to Peers from 54% to 58% by 2020 • <p>To maintain and improve current levels of attendance to at least state means at all year levels with a particular focus on middle & senior secondary years.</p> <p style="text-align: center;">Absence days per FTE; Annual Targets</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>Prep</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Five</th> <th>Six</th> <th>P-6</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Year	Prep	One	Two	Three	Four	Five	Six	P-6										<p>Attendance: Based on 2018 attendance data to improve current levels of attendance by the following;</p> <p>Prep: 19 days to 13 Year 1: 15 days to 12 Year 2: 16 days to 12 Year 3: 15 days to 12 Year 4: 11 days to 9 Year 5: 18 days to 12 Year 6: 13 days to 10 Year 7: 13 days to 10 Year 8: 20 days to 15 Year 9: 14 days to 11 Year 10: 10 days to 8 Year 11: 12 days to 10 Year 12: 13 days to 10</p> <p>Based on AToSS Improve school connectedness from 58% endorsement to at least 65% Improve student voice & agency from 56% endorsement to at least 65% Improve stimulated learning from 67% endorsement to at least 73% Improve teacher concern from 58% to at least 65%</p> <p>Based on Staff Survey Collective focus on student learning from 80% to 83% Teacher collaboration from 70% to &3%</p> <p>Based on Parent Survey Stimulating Learning from 81% positive to 85%</p>
Year	Prep	One	Two	Three	Four	Five	Six	P-6													

		<table border="1"> <tr><td>2014</td><td>11.58</td><td>15.97</td><td>12.42</td><td>18.24</td><td>11.71</td><td>9.88</td><td>8.74</td><td>12.80</td></tr> <tr><td>2015</td><td>13.13</td><td>14.24</td><td>15.28</td><td>11.01</td><td>16.00</td><td>9.38</td><td>12.62</td><td>12.95</td></tr> <tr><td>2016</td><td>14.91</td><td>10.78</td><td>14.30</td><td>17.43</td><td>11.57</td><td>9.41</td><td>9.73</td><td>12.67</td></tr> <tr><td>Target</td><td>12.00</td><td>13.00</td><td>14.00</td><td>14.00</td><td>12.00</td><td>9.00</td><td>9.00</td><td>12.00</td></tr> </table> <table border="1"> <tr><td>Year</td><td>Seven</td><td>Eight</td><td>Nine</td><td>Ten</td><td>Eleven</td><td>Twelve</td><td>7-12</td></tr> <tr><td>2014</td><td>14.78</td><td>13.50</td><td>26.17</td><td>15.41</td><td>19.27</td><td>9.56</td><td>17.43</td></tr> <tr><td>2015</td><td>16.22</td><td>20.05</td><td>14.08</td><td>24.18</td><td>18.57</td><td>15.03</td><td>18.79</td></tr> <tr><td>2016</td><td>9.69</td><td>14.66</td><td>13.79</td><td>18.33</td><td>17.61</td><td>24.51</td><td>14.91</td></tr> <tr><td>Target</td><td>12.00</td><td>13.00</td><td>14.00</td><td>15.00</td><td>15.00</td><td>15.00</td><td>14.00</td></tr> </table>	2014	11.58	15.97	12.42	18.24	11.71	9.88	8.74	12.80	2015	13.13	14.24	15.28	11.01	16.00	9.38	12.62	12.95	2016	14.91	10.78	14.30	17.43	11.57	9.41	9.73	12.67	Target	12.00	13.00	14.00	14.00	12.00	9.00	9.00	12.00	Year	Seven	Eight	Nine	Ten	Eleven	Twelve	7-12	2014	14.78	13.50	26.17	15.41	19.27	9.56	17.43	2015	16.22	20.05	14.08	24.18	18.57	15.03	18.79	2016	9.69	14.66	13.79	18.33	17.61	24.51	14.91	Target	12.00	13.00	14.00	15.00	15.00	15.00	14.00	Student Motivation from 69% positive to 73%
2014	11.58	15.97	12.42	18.24	11.71	9.88	8.74	12.80																																																																							
2015	13.13	14.24	15.28	11.01	16.00	9.38	12.62	12.95																																																																							
2016	14.91	10.78	14.30	17.43	11.57	9.41	9.73	12.67																																																																							
Target	12.00	13.00	14.00	14.00	12.00	9.00	9.00	12.00																																																																							
Year	Seven	Eight	Nine	Ten	Eleven	Twelve	7-12																																																																								
2014	14.78	13.50	26.17	15.41	19.27	9.56	17.43																																																																								
2015	16.22	20.05	14.08	24.18	18.57	15.03	18.79																																																																								
2016	9.69	14.66	13.79	18.33	17.61	24.51	14.91																																																																								
Target	12.00	13.00	14.00	15.00	15.00	15.00	14.00																																																																								
	No																																																																														

Goal 1	Achievement: To maximise student outcomes in all areas of the curriculum with a particular focus on Literacy and Numeracy.	
12 Month Target 1.1	<p>Increase the % of students in the top 2 bands of NAPLAN Reading; Year 3 42% to 45% Year 5 27% to 35% Year 7 15% to 25% Year 9 28% to 35%</p> <p>Decrease the % of students in the bottom 2 bands of NAPLAN Reading; Year 3 17% to 10% Year 5 26% to 20% Year 7 21% to 15% Year 9 19% to 15%</p> <p>Based on 2018 Staff Opinion Survey Improve Collective Efficacy from 69% to 72% Improve Collective Responsibility from 79% to 82% Improve Teacher Collaboration from 72% to 74%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement a whole-school approach to reading	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 work of implementing a whole-school approach to reading has been ongoing and whilst significant progress has been made in terms of instructional practice and developing an appropriate instructional model for the teaching of reading at different levels across the school more work needs to be done to embed the work. Some progress was made in relation to the NAPLAN targets particularly at Year 9 where the percentage of students achieving in the top two bands rose from 0% to 28%, however most year levels remained static or showed a slight decline on 2017 results. In terms of relative growth, 38% of Year 9 students achieved high growth in reading and the figures for Years 5 & 7 were 28% and 23% respectively. Low growth for Year 9 was 23% and for Years 5 & 7 it was 35% and 23% respectively. Clearly there is a lot of work that needs to be done to lift this data. We would like to continue the work that commenced this year with the School Improvement Partnership particularly the collaboration between the participating schools which has been so beneficial.	
Goal 2	Engagement: To ensure students feel safe, positive and motivated to learn	
12 Month Target 2.1	Attendance: Based on 2018 attendance data to improve current levels of attendance by the following;	

	<p>Prep: 19 days to 13 Year 1: 15 days to 12 Year 2: 16 days to 12 Year 3: 15 days to 12 Year 4: 11 days to 9 Year 5: 18 days to 12 Year 6: 13 days to 10 Year 7: 13 days to 10 Year 8: 20 days to 15 Year 9: 14 days to 11 Year 10: 10 days to 8 Year 11: 12 days to 10 Year 12: 13 days to 10</p> <p>Based on AToSS Improve school connectedness from 58% endorsement to at least 65% Improve student voice & agency from 56% endorsement to at least 65% Improve stimulated learning from 67% endorsement to at least 73% Improve teacher concern from 58% to at least 65%</p> <p>Based on Staff Survey Collective focus on student learning from 80% to 83% Teacher collaboration from 70% to 83%</p> <p>Based on Parent Survey Stimulating Learning from 81% positive to 85% Student Motivation from 69% positive to 73%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Empowering students and building school pride	Engagement: Strengthen student voice and agency	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 want our students to feel more connected to the school and know that they have an important voice that is listened to, respected and acted upon. We want students to feel confident in providing feedback to teachers about teaching and learning and for teachers to encourage feedback, both formally and informally. The Pivot student survey has been significant in developing a positive mindset for staff about student feedback partly because it enables a structured approach to student feedback where the surveys are administered in both first and second semester. After the first survey teachers act upon the results received. Aspects of the Attitudes to school survey were disappointing and in terms of the overall school report School Connectedness was 57% and Student Voice & Agency was 56%. On a more positive note Sense of Inclusion was 92% and Attitudes to Attendance was 83%. Attendance data showed an improvement in the secondary years from 17 days in 2017 to 14 in 2018 but a slight decline in the primary years from 14 to 15 days. The most significant improvement was shown at year 9 where the days absent dropped from 19 to 13, Year 7 from 19 to 13 and Year 12 from 19 to 13.	

Define Actions, Outcomes and Activities

Goal 1	Achievement: To maximise student outcomes in all areas of the curriculum with a particular focus on Literacy and Numeracy.
12 Month Target 1.1	<p>Increase the % of students in the top 2 bands of NAPLAN Reading; Year 3 42% to 45% Year 5 27% to 35% Year 7 15% to 25% Year 9 28% to 35%</p> <p>Decrease the % of students in the bottom 2 bands of NAPLAN Reading; Year 3 17% to 10% Year 5 26% to 20% Year 7 21% to 15% Year 9 19% to 15%</p> <p>Based on 2018 Staff Opinion Survey Improve Collective Efficacy from 69% to 72% Improve Collective Responsibility from 79% to 82% Improve Teacher Collaboration from 725 to 74%</p>
KIS 1 Building practice excellence	Develop and implement a whole-school approach to reading
Actions	<p>Workforce Planning & Strategic Resource Management</p> <p>Reflect on how instructional leadership can be further developed to strengthen the teaching of reading. Utilise equity funding to ensure the Fountas & Pinnell Levelled Literacy Intervention program continues in 2019 Investigate the continuation of the School Improvement Partnership with partner schools and others Common literacy goals set for staff PDPs that align with the AIP Provide time release for Literacy Leaders P-6 & 7-12</p> <p>Professional Learning</p> <p>Design a professional learning plan that aims to; - develop teacher capacity to deliver literacy strategies across all areas of the curriculum - familiarise all staff with the Reading Instructional models in order to achieve a consistent approach to reading instruction - develop teacher capacity to analyse and use student data to plan for effective teaching in Reading - through participation in the Sounds Write professional learning, build teacher knowledge in the teaching of phonics as a key component of teaching reading, spelling, and writing. - familiarise teachers with the Literacy Toolkit, HITS and Practice Principles - continue the SIP for primary staff and develop partnership for secondary staff</p> <p>Monitoring using the Improvement Cycle</p> <p>Utilise SPOT and FISO to monitor progress throughout the year Teachers work in Professional Learning Teams to collaboratively design opportunities for improvement, gather evidence, trial new strategies and resources PLTs collectively improve data literacy and assessment skills and ensure that data and other evidence is used to monitor student progress.</p>
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> - actively support the work of the literacy intervention initiatives that will enable all students to achieve expected outcomes. - provide focused professional learning on the DET Literacy & Numeracy Strategy, HITS and the Literacy Toolkit - conduct regular learning walks and provide feedback to teachers to build collective efficacy - set common literacy goals for staff PDPs which will be monitored during the year. - provide support for targeted professional learning eg Sounds Write

	<p>Teachers</p> <ul style="list-style-type: none"> - incorporate strategies from the Literacy Toolkit and HITS into their teaching - in partnership with students develop academic vocabulary across all curriculum areas - participate in PLC meetings to analyse student data to plan for the effective teaching of reading. - participate in peer observations and provide feedback to colleagues on HITS and the instructional model. - provide appropriate entry points for all reading tasks. - participate in targeted professional learning such as Sounds Write and share their learning with all. <p>Students</p> <ul style="list-style-type: none"> - understand and use an extensive academic vocabulary in all curriculum areas - are confident in providing feedback to their teachers - actively engage with their learning goals to plan their own learning. - will be actively engaged in all tasks including reading strategies such as 'Sustained Silent Reading'. - can move confidently from worked examples to independent practice - are able to monitor their progress towards achieving goals 			
<p>Success Indicators</p>	<p>Leaders</p> <ul style="list-style-type: none"> - will have provided ongoing feedback and support to build the collective efficacy of staff - will have identified and provided professional development to build collective efficacy - Collective Efficacy and Collective Responsibility in the Staff Survey will have improved as per targets <p>Students</p> <ul style="list-style-type: none"> - will show improved reading outcomes as measured by NAPLAN, Pat-R and Teacher Judgements. - will have engaged actively in all tasks <p>Teachers</p> <ul style="list-style-type: none"> - will expect that all students will show at least 12 months learning gain each year and those not progressing as expected will be closely monitored and provided with support as required. - The Pivot Student Survey and the Attitudes to School data will reflect a curriculum and teaching practice that engages and challenges all students. - Professional learning such as Sounds Write training will be undertaken and the initiative shared with others and successfully introduced. - will be able to describe student progress and provide feedback. - The use of reading data will be evident in teachers' planning and in discussions at PLT meetings and in PDP reviews. - Peer observations and learning walks to observe and provide feedback on reading instruction strategies will be conducted - Strong collaboration and shared responsibility within PLTs will be evident. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Strategic Resource Management Appoint a Literacy Intervention teacher to lead the Fountas & Pinnell Levelled Literacy Intervention program. Purchase appropriate resources including Fountas & Pinnell readers. Monitor progress.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$90,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Strategic resource Management Set common literacy goals for staff PDPs that align with the AIP</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Strategic Resource Management Provide time release for Literacy leaders P-6 and 7-12 to lead the professional learning of literacy P-12	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Strategic resource Management Explore the continuation of the School Improvement Partnership with partner schools and others	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning Participate in the Sounds Write initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning Conduct whole-school PD on literacy strategies including the Instructional Model, student data, the Literacy Toolkit.	<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
Monitoring using the Improvement Cycle Professional Learning Teams to monitor progress on PDP goals and to work collaboratively to design opportunities for improvement, gather evidence and trial new strategies and resources.	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitoring Using the Improvement Cycle Develop a schedule for leadership learning walks Develop a meeting schedule that focuses on professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement: To ensure students feel safe, positive and motivated to learn
12 Month Target 2.1	<p>Attendance: Based on 2018 attendance data to improve current levels of attendance by the following; Prep: 19 days to 13 Year 1: 15 days to 12 Year 2: 16 days to 12 Year 3: 15 days to 12 Year 4: 11 days to 9 Year 5: 18 days to 12 Year 6: 13 days to 10 Year 7: 13 days to 10 Year 8: 20 days to 15 Year 9: 14 days to 11 Year 10: 10 days to 8 Year 11: 12 days to 10 Year 12: 13 days to 10</p> <p>Based on AToSS Improve school connectedness from 58% endorsement to at least 65% Improve student voice & agency from 56% endorsement to at least 65% Improve stimulated learning from 67% endorsement to at least 73% Improve teacher concern from 58% to at least 65%</p>

	<p>Based on Staff Survey Collective focus on student learning from 80% to 83% Teacher collaboration from 70% to 83%</p> <p>Based on Parent Survey Stimulating Learning from 81% positive to 85% Student Motivation from 69% positive to 73%</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Engagement: Strengthen student voice and agency</p>
<p>Actions</p>	<p>Workforce Planning & Strategic Resource Management</p> <ul style="list-style-type: none"> - Evaluate and diagnose the extent to which students believe they have an authentic, democratic voice in their education and to whole-school initiatives. - Reflect on how the current house system can enhance student voice & agency. - Ensure a strong line of sight between the AIP and staff PDPs - Common student voice & agency goal set for staff PDPs <p>Professional Learning</p> <p>Develop a whole-school professional learning plan that aims to;</p> <ul style="list-style-type: none"> - develop teacher capacity to empower students as learners and leaders and to ensure they have a strong voice in their education - ensure staff are familiar with the Practice Principles which focus on Student Voice & Agency - focus on the implementation of the High Impact Teaching Strategies as an approach to support the development of student voice & agency (Metacognitive Strategies & Collaborative Learning) - develop teacher capacity to analyse student data such as AToSS, Pivot Student Survey & Parent Opinion survey. - promote diversity & inclusion (Network 'Inclusion Project') <p>Monitoring using the Improvement Cycle</p> <ul style="list-style-type: none"> - Utilise SPOT & FISO to monitor progress throughout the year - Utilize the Improvement Cycle to monitor the extent to which students are actively contributing to their own education and to school life - Ensure professional learning for staff is embedded in the approach to implementation. - Use data and evidence to monitor progress and adjust strategies accordingly.
<p>Outcomes</p>	<p>Leaders;</p> <ul style="list-style-type: none"> - utilise the Improvement Cycle to plan, implement, monitor and evaluate this work - conduct regular learning walks and provide ongoing feedback and support to build the collective efficacy of staff. - identify and target areas of professional development to build collective efficacy. - set common student voice & agency goals for staff PDPs which are monitored during the year - support students to engage with the school community in a range of forums. - work with and support students to undertake classroom teacher observations <p>Teachers;</p> <ul style="list-style-type: none"> - evaluate the impact of their teaching on student voice and agency by analysing multiple sources of data - participate in peer observations and feedback on student voice & agency and act upon feedback received. - complete inclusive education professional learning including the 'Disability Standards for Education eLearning' module - involve students in curriculum planning and implementation - build student's capacity to participate in whole school decision making - utilise the High Impact Teaching Strategies to enhance student engagement in the learning <p>Students;</p>

	<ul style="list-style-type: none"> - provide teachers with regular and authentic feedback about their practice - feel confident co-designing with teachers school events & partnerships - feel increasingly confident presenting their own ideas, opinions, knowledge and experience - become increasingly self-directed and gain confidence in completing learning tasks - engage with the broad school community in different forums - participate in learning walks with school leaders and provide feedback to teachers
Success Indicators	<p>Leaders</p> <ul style="list-style-type: none"> - will have provided ongoing feedback and support to build the collective efficacy of staff based on evidence collected through observation of practice - will have identified and provided professional development to build collective efficacy - Student Voice & Agency, School Connectedness, Stimulated learning & Teacher Concern in the AToSS Survey will have improved as per targets - Collective Focus on Student Learning & Teacher Collaboration in the Staff survey will have improved as per targets - will have worked with selected students to mentor and support them in undertaking learning walks and providing feedback to teachers <p>Teachers</p> <ul style="list-style-type: none"> - have acted upon feedback received from peer observations/ feedback and from student feedback - have involved students in curriculum/unit planning to improve student voice and agency - have completed professional learning on inclusive education to ensure the school environment is safe, inclusive and welcoming - have supported students to become increasingly self-directed and to gain confidence in their ability to complete learning tasks - have utilised the High Impact Teaching Strategies to engage students in the learning. <p>Students</p> <ul style="list-style-type: none"> - AToSS will reflect improved results in student voice & agency, respect for diversity and other key areas identified in the targets - are confident providing feedback & explanations as to why they provided particular responses in, for example, the Pivot Student survey - increased student participation in school wide initiatives - will be able to respond positively when asked to identify an advocate at school - will engage actively in classroom tasks and have a positive attitude to learning - will be increasingly confident in providing feedback to teachers after undertaking observations

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitoring using the Improvement Cycle PLTs to monitor progress on PDP goals and to work collaboratively to design opportunities to enhance student voice & agency	<input checked="" type="checkbox"/> PLT Leaders <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
Monitoring using the Improvement Cycle Develop a meeting schedule that focuses on professional learning. Develop a schedule for leadership learning walks	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning All teachers to complete Inclusive Education professional learning including the 'Disability Standards for Education' e learning module	<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
Strategic Resource Management Develop an agreed common goal on student voice & agency for staff PDPs	<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

<p>Monitoring using the Improvement Cycle All staff to maintain a peer observation journal that will form an evidence base for PDPs</p>	<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
<p>Monitoring using the Improvement Cycle PLTs to analyse student data such as AToSS and Pivot student surveys and develop strategies to address areas of concern</p>	<input checked="" type="checkbox"/> PLT Leaders <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
<p>Professional Learning Explore and implement High Impact Teaching Strategies as an approach to support the development of student voice & agency (Metacognitive Strategies & Collaborative Learning)</p>	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$105,000.00	\$100,000.00
Additional Equity funding	\$99,500.00	\$91,000.00
Grand Total	\$204,500.00	\$191,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Strategic Resource Management Appoint a Literacy Intervention teacher to lead the Fountas & Pinnell Levelled Literacy Intervention program. Purchase appropriate resources including Fountas & Pinnell readers. Monitor progress.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$90,000.00	\$90,000.00
Strategic resource Management Explore the continuation of the School Improvement Partnership with partner schools and others	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$5,000.00
Professional Learning Participate in the Sounds Write initiative	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Totals			\$105,000.00	\$100,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Strategic resource Management Continue to support Quick Smart Numeracy Intervention program by funding ES staff involved in the program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$13,500.00	\$13,500.00
Strategic Resource Management Fund an ES staff member to run the Alternative program for 20 hours per week (Severe Behaviour)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$35,000.00	\$35,000.00
Strategic resource Management Continue to fund Welfare Officer to support students and their families to engage with school and also to support staff in their work with students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$32,500.00	\$32,500.00
Strategic resource Management Continue to fund Hands on Learning Artisan teacher to provide a means of re-engaging students at risk	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$18,500.00	\$10,000.00
Totals			\$99,500.00	\$91,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Strategic Resource Management Provide time release for Literacy leaders P-6 and 7-12 to lead the professional learning of literacy P-12	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Strategic resource Management Explore the continuation of the School Improvement Partnership with partner schools and others	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Learning Participate in the Sounds Write initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> External consultants Sounds Right training 4 days	<input checked="" type="checkbox"/> Off-site At a venue to be decided
Professional Learning Conduct whole-school PD on literacy strategies including the Instructional Model, student data, the Literacy Toolkit.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Monitoring using the Improvement Cycle PLTs to monitor progress on PDP goals and to work collaboratively to design opportunities to enhance student voice & agency	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning All teachers to complete Inclusive Education professional learning including the 'Disability Standards for Education' e learning module	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Monitoring using the Improvement Cycle PLTs to analyse student data such as AToSS and Pivot student surveys and develop strategies to address areas of concern	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning Explore and implement High Impact Teaching Strategies as an approach to support the development of student voice & agency (Metacognitive Strategies & Collaborative Learning)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site