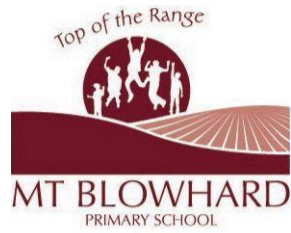# 2019 Annual Implementation Plan

for improving student outcomes

Mount Blowhard Primary School (2037)

Submitted for review by Susan Knight (School Principal) on 21 December, 2018 at 06:38 PM
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 31 December, 2018 at 02:40 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.		Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging

Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	Our 2018 AIP was slightly ambitious and while we achieved a significant amount in terms of improved teacher practice, our PLT meeting schedule was not as consistent as we would like. Two of our four teaching staff were 0.8 time fraction, (Prin taught 0.4 in their classrooms) and while this meant we operated at a surplus (in anticipation of additional funds being needed in 2021, as a large cohort of current Year 4 students exit the school as graduating Year 6's) it also meant there were often interruptions to our meeting schedule.

Considerations for 2020	While we partially achieved most goals in 2018, the same goals, strategies and actions could stand in 2019 as they need to be embedded. The rate of change for our small school (four teaching staff) is significant, and with AIP initiatives, along with other programs such as Respectful Relationships and School Wide Positive Behaviours and two new graduate staff next year, much of the focus of the 2018 AIP must continue.
Documents that support this plan	

Draft

SSP Goals Target and KIS

Goal 1	STUDENT LEARNING GOAL By the end of the School Strategic Plan period (2020) we will have improved student achievement and progress in English, Mathematics and Science to meet the stated targets.
Target 1.1	Each student will make the expected learning growth in English, Mathematics and Science (based on teacher judgements, aligned with the Victorian Curriculum) over the period of the School Strategic Plan. A minimum of 80% of students will be a C or above (based on teacher judgements) in English, Mathematics and Science for each year of the Strategic Plan. Each student will show medium or high NAPLAN relative growth from Years 3 to 5 over the period of the School Strategic Plan. Each student will be above the NAPLAN National Minimum Standards (NMS) in Years 3 and 5 over the period of the School Strategic Plan.
Key Improvement Strategy 1.ay Building practice excellence	Embed and refine our agreed instructional model based on FISO's High Impact Teaching Strategies and Practice Principals to ensure consistent, effective teaching practices across all classrooms in reading, writing and number and algebra.
Key Improvement Strategy 1.by Building practice excellence	Plan targeted professional learning for all staff in English and Maths and monitor the transfer of teacher learning into classroom practice through a program of classroom observations and feedback.
Key Improvement Strategy 1.cy Curriculum planning and assessment	Document all aspects of the English and Mathematics Curriculum based on a continuum to ensure staff are able to assess and monitor student learning progress.
Key Improvement Strategy 1.dy Building leadership teams	Build capacity of staff to take on curriculum leadership roles and drive school-wide improvement in student outcomes.
Key Improvement Strategy 1.ey Curriculum planning and assessment	Continue to provide a broad and diverse curriculum, in particular a focus on science, ICT and health and physical education, to result in improved student achievement and engagement.
Goal 2	STUDENT ENGAGEMENT GOAL By the end of the School Strategic Plan period (2020) we will have built a positive school community where students are engaged in the learning process and have an authentic voice in their learning to meet the stated targets.
Target 2.1	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for Effective Teaching Practice for Cognitive Engagement (Differentiated Learning Challenge, Effective Classroom Behaviour, Effective Teaching Time, Stimulated Learning).
Key Improvement Strategy 2.ay Empowering students and building school pride	Develop opportunities for student voice and ownership in their learning including regular opportunities for student goal setting, self and peer assessment and self-reflection.
Key Improvement Strategy 2.by Empowering students and building school pride	Develop strategies for students to give feedback to teachers about their teaching and learning and experience in the classroom.
Goal 3	By the end of the School Strategic Plan period (2020) we will have enhanced student wellbeing in a learning community that is built on the school values of Respect, Responsibility, Excellence and Kindness to meet the stated targets.

Target 3.1	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for School Safety (Advocate at School, Managing Bullying, Respect for Diversity)and Social Engagement (Sense of Connectedness, Sense of Inclusion, Student Voice and Agency).
	Parent Opinion Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 75th percentile for Safety (Managing Bullying, Promoting Positive Behaviour, Respect for Diversity and Experience for Bullying).
	School Staff Survey variable means for Collective Efficacy, Trust in Students and Parents, Staff Trust in Colleagues, and Parent and Community Involvement to be at or above state mean scores.
Key Improvement Strategy 3.ay Health and wellbeing	Develop and implement an agreed whole school approach to student wellbeing that includes a documented, sequential social skills and wellbeing program.
Key Improvement Strategy 3.by Health and wellbeing	Embed School Wide Positive Behaviours to create a culture of engagement and learning, including school values and rules in all school actions.
Key Improvement Strategy 3.cy Parents and carers as partners	Build parent engagement in their children's learning through parent forums, multiple opportunities for communication and regular celebrations of learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
STUDENT LEARNING GOAL By the end of the School Strategic Plan period (2020) we will have improved student achievement and progress in English, Mathematics and Science to meet the stated targets.	Yes	Each student will make the expected learning growth in English, Mathematics and Science (based on teacher judgements, aligned with the Victorian Curriculum) over the period of the School Strategic Plan. A minimum of 80% of students will be a C or above (based on teacher judgements) in English, Mathematics and Science for each year of the Strategic Plan. Each student will show medium or high NAPLAN relative growth from Years 3 to 5 over the period of the School Strategic Plan. Each student will be above the NAPLAN National Minimum Standards (NMS) in Years 3 and 5 over the period of the School Strategic Plan.	Each student will make the expected learning growth in English, Mathematics and Science (based on teacher judgements, aligned with the Victorian Curriculum) over the period of the School Strategic Plan. A minimum of 80% of students will be a C or above (based on teacher judgements) in English, Mathematics and Science for each year of the Strategic Plan. Each student will show medium or high NAPLAN relative growth from Years 3 to 5 over the period of the School Strategic Plan. Each student will be above the NAPLAN National Minimum Standards (NMS) in Years 3 and 5 over the period of the School Strategic Plan.
STUDENT ENGAGEMENT GOAL By the end of the School Strategic Plan period (2020) we will have built a positive school community where students are engaged in the learning process and have an authentic voice in their learning to meet the stated targets.	Yes	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for Effective Teaching Practice for Cognitive Engagement (Differentiated Learning Challenge, Effective Classroom Behaviour, Effective Teaching Time, Stimulated Learning).	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for Effective Teaching Practice for Cognitive Engagement (Differentiated Learning Challenge, Effective Classroom Behaviour, Effective Teaching Time, Stimulated Learning).
By the end of the School Strategic Plan period (2020) we will have enhanced student wellbeing in a learning community that is built on the school values of Respect, Responsibility, Excellence and Kindness to meet the stated targets.	Yes	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for School Safety (Advocate at School, Managing Bullying, Respect for Diversity)and Social Engagement (Sense of Connectedness, Sense of Inclusion, Student Voice and Agency). Parent Opinion Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 75th percentile for Safety (Managing Bullying, Promoting Positive Behaviour, Respect for Diversity and Experience for Bullying). School Staff Survey variable means for Collective Efficacy, Trust in Students and Parents, Staff Trust in Colleagues, and Parent and Community Involvement to be at or above state mean scores.	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for School Safety (Advocate at School, Managing Bullying, Respect for Diversity)and Social Engagement (Sense of Connectedness, Sense of Inclusion, Student Voice and Agency). Parent Opinion Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 75th percentile for Safety (Managing Bullying, Promoting Positive Behaviour, Respect for Diversity and Experience for Bullying). School Staff Survey variable means for Collective Efficacy, Trust in Students and Parents, Staff Trust in Colleagues, and Parent and Community Involvement to be at or above state mean scores.

Goal 1	STUDENT LEARNING GOAL By the end of the School Strategic Plan period (2020) we will have improved student achievement and progress in English, Mathematics and Science to meet the stated targets.

12 Month Target 1.1	Each student will make the expected learning growth in English, Mathematics and Science (based on teacher judgements, aligned with the Victorian Curriculum) over the period of the School Strategic Plan.
	A minimum of 80% of students will be a C or above (based on teacher judgements) in English, Mathematics and Science for each year of the Strategic Plan.
	Each student will show medium or high NAPLAN relative growth from Years 3 to 5 over the period of the School Strategic Plan.
	Each student will be above the NAPLAN National Minimum Standards (NMS) in Years 3 and 5 over the period of the School Strategic Plan.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed and refine our agreed instructional model based on FISO's High Impact Teaching Strategies and Practice Principals to ensure consistent, effective teaching practices across all classrooms in reading, writing and number and algebra.	Yes
KIS 2 Building practice excellence	Plan targeted professional learning for all staff in English and Maths and monitor the transfer of teacher learning into classroom practice through a program of classroom observations and feedback.	Yes
KIS 3 Curriculum planning and assessment	Document all aspects of the English and Mathematics Curriculum based on a continuum to ensure staff are able to assess and monitor student learning progress.	Yes
KIS 4 Building leadership teams	Build capacity of staff to take on curriculum leadership roles and drive school-wide improvement in student outcomes.	Yes
KIS 5 Curriculum planning and assessment	Continue to provide a broad and diverse curriculum, in particular a focus on science, ICT and health and physical education, to result in improved student achievement and engagement.	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 are coming to the end of our SSP, and we need to push hard over 2019 in preparation for our year of review. We have made progress across all these KIS over 2017 and 2018 (e.g. starting classroom observations, devising a proforma for observation and feedback based in HITS) and are in a position to embed and complete those strategies over the coming year. Two ongoing staff are taking part in the Professional Learning Communities initiative in 2019, and are in a position to take on curriculum leadership roles, which will help drive and embed improvement practices across the school.	
Goal 2	STUDENT ENGAGEMENT GOAL By the end of the School Strategic Plan period (2020) we will have built a positive school community where students are engaged in the learning process and have an authentic voice in their learning to meet the stated targets.	
12 Month Target 2.1	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for Effective Teaching Practice for Cognitive Engagement (Differentiated Learning Challenge, Effective Classroom Behaviour, Effective Teaching Time, Stimulated Learning).	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop opportunities for student voice and ownership in their learning including regular opportunities for student goal setting, self and peer assessment and self-reflection.	Yes
KIS 2 Empowering students and building school pride	Develop strategies for students to give feedback to teachers about their teaching and learning and experience in the classroom.	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.	These KIS are directly from our SSP, and again, as we are coming to the end of this SSP we need to drive hard to complete the stated strategies. This is also an area which we have not focussed on as much as student learning outcomes in English and Mathematics, and our Student Attitude to School Survey data is quite low, particularly our current Year 5 students (who will be Year 6 in 2019). It is essential that we provide opportunities for students to give feedback to teachers, as stated in the above Key Improvement Strategy.	
Goal 3	By the end of the School Strategic Plan period (2020) we will have enhanced student wellbeing in a learning community that is built on the school values of Respect, Responsibility, Excellence and Kindness to meet the stated targets.	
12 Month Target 3.1	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for School Safety (Advocate at School, Managing Bullying, Respect for Diversity)and Social Engagement (Sense of Connectedness, Sense of Inclusion, Student Voice and Agency). Parent Opinion Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 75th percentile for Safety (Managing Bullying, Promoting Positive Behaviour, Respect for Diversity and Experience for Bullying). School Staff Survey variable means for Collective Efficacy, Trust in Students and Parents, Staff Trust in Colleagues, and Parent and Community Involvement to be at or above state mean scores.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Develop and implement an agreed whole school approach to student wellbeing that includes a documented, sequential social skills and wellbeing program.	Yes
KIS 2 Health and wellbeing	Embed School Wide Positive Behaviours to create a culture of engagement and learning, including school values and rules in all school actions.	Yes
KIS 3 Parents and carers as partners	Build parent engagement in their children's learning through parent forums, multiple opportunities for communication and regular celebrations of learning.	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 started to embed SWPB and Respectful Relationships, and have our agreed school rules and values. We offer a significant number of additional supports to students in terms of social skills and wellbeing, but have not yet documented this. We also need to ensure we have consistent approaches amongst staff e.g. a particular approach to students solving their own problems. This will be particularly relevant with two new teaching staff in 2019 (so a 50% turnover of teaching staff, with only four classrooms).	

Define Actions, Outcomes and Activities

Goal 1	STUDENT LEARNING GOAL By the end of the School Strategic Plan period (2020) we will have improved student achievement and progress in English, Mathematics and Science to meet the stated targets.
12 Month Target 1.1	Each student will make the expected learning growth in English, Mathematics and Science (based on teacher judgements, aligned with the Victorian Curriculum) over the period of the School Strategic Plan. A minimum of 80% of students will be a C or above (based on teacher judgements) in English, Mathematics and Science for each year of the Strategic Plan. Each student will show medium or high NAPLAN relative growth from Years 3 to 5 over the period of the School Strategic Plan. Each student will be above the NAPLAN National Minimum Standards (NMS) in Years 3 and 5 over the period of the School Strategic Plan.
KIS 1 Building practice excellence	Embed and refine our agreed instructional model based on FISO's High Impact Teaching Strategies and Practice Principals to ensure consistent, effective teaching practices across all classrooms in reading, writing and number and algebra.
Actions	Use High Impact Teaching Strategies, Practice Principles, and Victorian Teaching and Learning Model, in conjunction with our own instructional model, as professional reading. Implement regular Peer Observations across reading, writing and maths lessons, using previously agreed observation record and feedback protocol to monitor staff use of HITS, Practice Principals and our own instructional model. Further develop and refine school written documentation around pedagogical practices, including our Instructional Model.
Outcomes	Teachers will demonstrate an increased understanding and application of the HITS, Practice Principles, Victorian Teaching and Learning Model and our own instructional model.
Success Indicators	Teachers will demonstrate an increased understanding and application of the High Impact Teaching Strategies in their classroom practice. Teachers will demonstrate an increased understanding and application of the Practice Principles in their classroom practice. Teachers will demonstrate an increased understanding and application of the MBPS Instructional Model in their classroom practice. Teachers will observe, and give and receive feedback from teaching colleagues around the High Impact Teaching Strategies through Peer Observations. Teachers will observe, and give and receive feedback from teaching colleagues around the Practice Principals through Peer Observations. Teachers will observe, and give and receive feedback from teaching colleagues around the MBPS Instructional Model through Peer Observations. Teachers will use agreed, consistent teaching approaches, including the agreed lesson structure, to teaching reading, writing and number and algebra consistent with whole school professional learning/reading and whole school documentation. Students will understand and use the agreed lesson structure for reading, writing and number and algebra.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
High Impact Teaching Strategy documents, Practice Principles documents and MBPS instructional model used as professional reading in PLT.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Timetable of Peer Observations implemented across reading, writing and maths lessons, using agreed observation templates, including time for giving and receiving feedback.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Agreed, consistent approaches to teaching reading, writing and number documented.	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used

KIS 2 Building practice excellence	Plan targeted professional learning for all staff in English and Maths and monitor the transfer of teacher learning into classroom practice through a program of classroom observations and feedback.				
Actions	Professional learning with Andrea Hillbrick (through our partnership with Hepburn Primary School), two full days, focussing on writing. Shared professional reading in mathematics (George Booker - Teaching Primary Mathematics, Di Siemon et.al. - Teaching Mathematics, Foundations to Middle Years). Regular timetable of Peer Observations, using observation templates based on HITS and Practice Principles and professional reading/learning. Implement regular Peer Observations across reading, writing and maths lessons, using previously agreed observation record and feedback protocol to monitor staff use of professional learning/reading (Andrea Hillbrick, George Booker, Di Siemon), HITS, Practice Principals and our own instructional model.				
Outcomes	Teachers will demonstrate an increased understanding and application of agreed, consistent teaching approaches, including the agreed lesson structure, to teaching reading, writing and number and algebra consistent with whole school professional learning/reading and whole school documentation. Students will understand and be able to articulate the agreed lesson structure for reading, writing and number and algebra.				
Success Indicators	Teachers will use agreed, consistent approaches, including the agreed lesson structure, to teaching reading, writing and number and algebra consistent with whole school professional learning/reading and whole school documentation. This will be evidenced by: - Peer Observation documents. - Minutes of PLT meetings showing evidence of professional reading. - Curriculum and Pedagogical documentation				

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Purchase of maths professional resources (Equity funds used to purchase professional reading resources for all staff) = $500 approximately	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$500.00 ☑ Equity funding will be used
All teaching staff participate in Andrea Hillbrick professional learning (4 staff x $150 per day approximately, for two days = $1200, CRT cover for 4 days, use of specialists plus 2 CRT's per PD day = 4 CRT days = $1300)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 3	$2,500.00 ☑ Equity funding will be used

KIS 3 Curriculum planning and assessment	Document all aspects of the English and Mathematics Curriculum based on a continuum to ensure staff are able to assess and monitor student learning progress.				
Actions	Releasing two key staff for dedicated time to finalise curriculum documents. Documents presented and shared with all staff, and used by all staff for planning, teaching and assessment. Documents used as part of Peer Observation process.				
Outcomes	Teachers will show increased knowledge and understanding of the reading, writing and number & algebra curriculum P-7. Teachers will demonstrate an increased understanding and application of agreed, consistent teaching approaches, including the agreed lesson structure, to teaching reading, writing and number and algebra consistent with whole school professional learning/reading and whole school documentation.				
Success Indicators	This will be evidenced by: - Peer Observation documents. - Minutes of PLT meetings showing evidence of Curriculum and Pedagogical documentation. - Curriculum documents completed and used.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reading documentation completed.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Writing documentation completed.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Number & Algebra documentation completed.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

KIS 4 Building leadership teams	Build capacity of staff to take on curriculum leadership roles and drive school-wide improvement in student outcomes.
Actions	Selected staff will participate in the Professional Learning Communities (PLC) professional learning initiative over terms 3 and 4, 2019.
Outcomes	Teacher knowledge will be developed and their capacity to work as effective teams utilizing a PLC process will be enhanced, leading to improved student learning outcomes in reading, writing, and number.
Success Indicators	Participation in all PLC professional learning sessions, including school visits. Weekly PLC minutes showing application of learning from PLC initiative. Collaborative planning and assessment practices both within school and between schools involved in PLC .

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Selected staff attend following Core Professional Learning PLC sessions: 25th and 26th July, 15th August, and 11th October. All staff involved in three in-school sessions, dates to be confirmed. Equity funding to be used for CRT coverage as required.	☑ PLC Leaders	☑ PLP Priority	from: Term 3 to: Term 4	$2,000.00 ☑ Equity funding will be used

KIS 5 Curriculum planning and assessment	Continue to provide a broad and diverse curriculum, in particular a focus on science, ICT and health and physical education, to result in improved student achievement and engagement.
Actions	Teachers will incorporate increased use of technology in classrooms linked to purposeful learning to engage students. Teachers will timetable science weekly. While we currently use Primary Connections resources, a more rigorous science program will be investigated. Teachers will utllize the Earth Ed programs available in Ballarat, both visiting programs and out-reach programs. Sustainability will be a focus over 2019, providing increased opportunities for student leadership, hands-on learning, and to support Victorian Curriculum.
Outcomes	Teachers will show increased knowledge and understanding of the Victorian Curriculum - ICT Teachers will show increased knowledge and understanding of the Victorian Curriculum - Science Students will show improved learning outcomes in Victorian Curriculum - ICT Students will show improved learning outcomes in Victorian Curriculum - Science

Success Indicators	Science whole school curriculum planner, incorporating Earth Ed programs. ICT whole school curriculum planner, incorporating cyber-safety (documented through Achievement Program, mentioned previously)				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Earth Ed programs booked P-6		☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Science scope and sequence developed, linked to Primary Connections or selected whole school science program		☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
ICT scope and sequence developed, with explicit teaching of cyber-safety		☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Goal 2	STUDENT ENGAGEMENT GOAL By the end of the School Strategic Plan period (2020) we will have built a positive school community where students are engaged in the learning process and have an authentic voice in their learning to meet the stated targets.				
12 Month Target 2.1	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for Effective Teaching Practice for Cognitive Engagement (Differentiated Learning Challenge, Effective Classroom Behaviour, Effective Teaching Time, Stimulated Learning).				
KIS 1 Empowering students and building school pride	Develop opportunities for student voice and ownership in their learning including regular opportunities for student goal setting, self and peer assessment and self-reflection.				
Actions	Teachers will provide work samples along a continuum for students to self-assess their work and measure their progress against their learning goals in reading, writing and number and algebra. Students will be empowered to provide evidence to their classroom teacher at regular intervals to demonstrate their progress towards achieving their learning goals. Students will have the opportunity for peer assessment using established protocols to ensure this occurs in a supportive learning environment.				
Outcomes	Teachers will demonstrate increased skills in student goal setting, self and peer assessment in reading, writing and number and algebra. Students will demonstrate increased skills in goal setting, self and peer assessment in reading, writing and number and algebra.				
Success Indicators	Records from Peer Observations. Visible classroom displays of continuum of work samples in reading, writing and number.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Teachers set up work samples displays for students in reading, writing and number		☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
All students set own learning goals in reading, writing and number		☑ All Staff	☐ PLP Priority	from: Term 2	$0.00 ☐ Equity funding will be used

				to: Term 4	

All students trial peer assessment in reading, writing and number	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Develop strategies for students to give feedback to teachers about their teaching and learning and experience in the classroom.
Actions	Explore student feedback resources. Focus group discussion with students about teaching and learning experiences. Commitment to adapting teaching to accommodate aspects of this feedback, with changes communicated to students. Teachers will timetable weekly classroom meetings using a meeting protocol designed to maximize student input and empowerment. Teachers will use exit cards and surveys to measure impact of their teaching strategies on student's learning and engagement.
Outcomes	Students will provide feedback to teachers on their learning to inform improved effective practice. Students will provide feedback to teachers on their teaching to inform improved effective practice. Teachers improved knowledge about strategies for seeking and acting on student feedback. Improved Student Attitude to School Survey data Teachers will be responsive to the different learning needs of their students (cognitive, social and emotional) based on feedback directly from students themselves. Students will have input into teaching and learning strategies in classroom meetings and via feedback mechanisms in all classrooms.
Success Indicators	Teachers able to provide evidence of student feedback and implications for their teaching practices. Teachers will be able to demonstrate increased use of technology in classrooms and increased student engagement. Teachers will be able to demonstrate adapting their practice based on student feedback. Students will be able to assess their work, self-reflect and monitor their progress. Students will be able to articulate their learning goals in reading, writing and number and algebra and know if they have successfully achieved them.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Timetable weekly classroom meetings	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Student forums for discussion with students about teaching and learning experiences.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers develop and implement strategies for student voice in their classrooms in terms of teaching and learning approaches	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	By the end of the School Strategic Plan period (2020) we will have enhanced student wellbeing in a learning community that is built on the school values of Respect, Responsibility, Excellence and Kindness to meet the stated targets.
12 Month Target 3.1	Student Attitude to School Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 50th percentile for School Safety (Advocate at School, Managing Bullying, Respect for Diversity)and Social Engagement (Sense of Connectedness, Sense of Inclusion, Student Voice and Agency). Parent Opinion Survey Factor Percentiles (relative to all Victorian Primary Schools) will be at or above the 75th percentile for Safety (Managing Bullying, Promoting Positive Behaviour, Respect for Diversity and Experience for Bullying). School Staff Survey variable means for Collective Efficacy, Trust in Students and Parents, Staff Trust in Colleagues, and Parent and Community Involvement to be at or above state mean scores.
KIS 1 Health and wellbeing	Develop and implement an agreed whole school approach to student wellbeing that includes a documented, sequential social skills and wellbeing program.
Actions	Use the Achievement Program to develop an overall documented approach to student wellbeing.
Outcomes	Teachers will show increased knowledge and skills in maximizing student wellbeing.
Success Indicators	Achievement Program utilized to assess current approaches to student health and wellbeing, and improvement initiatives implemented.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete school self-assessment using Achievement Program	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Select four areas from Achievement Program and work on implementation over 2019	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Embed School Wide Positive Behaviours to create a culture of engagement and learning, including school values and rules in all school actions.
Actions	Delegate responsibility for SWPB and Respectful Relationships to a staff member (staff currently in charge of program will not be at school in 2019). SWPB and RR timetabled in all classrooms - weekly session.
Outcomes	All staff with report increased knowledge and understanding of the SWPB program and Respectful Relationships programs. All students will have received weekly lessons following SWPB and RR resources. Designated staff member will have received training in both programs and demonstrate increased knowledge and confidence in implementing/embedding both programs P-6.
Success Indicators	Evidence from lessons, and portfolio of photos

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Designated staff member provided with training and resources, linked with appropriate regional staff.	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Wellbeing programs (RR and SWPB) timetabled weekly in all classrooms and implemented	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Parents and carers as partners	Build parent engagement in their children's learning through parent forums, multiple opportunities for communication and regular celebrations of learning.
Actions	Build a more structured approach to engaging and providing information to parents about student learning. Develop an on-line newsletter specifically tailored to be read on smart phones. Re-design and update school website, to explain and promote our approaches to teaching and learning. Run three parent forums over the year (social skills, reading, and assessment) Run four 'Celebrations of Learning', one a term.
Outcomes	Parents will feel a heightened sense of school pride. Parents will have an increased knowledge about the schools approaches to teaching and learning. Students will feel a heightened sense of school pride and confidence in themselves as learners.
Success Indicators	New website. New newsletter platform. PowerPoints from three parents forums. Photos from four 'Celebrations of Learning'.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
On line newsletter developed and launched.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
School website re-designed and launched.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
Powerpoints for three parent sessions created and sessions scheduled and run.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Four 'Celebrations of Learning' scheduled and run (science/sustainability, maths, PE, English)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Equity Spend ($)
Equity funding associated with Activities and Milestones	$5,000.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	$5,000.00	$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Purchase of maths professional resources (Equity funds used to purchase professional reading resources for all staff) = $500 approximately	from: Term 1 to: Term 2		$500.00	
All teaching staff participate in Andrea Hillbrick professional learning (4 staff x $150 per day approximately, for two days = $1200, CRT cover for 4 days, use of specialists plus 2 CRT's per PD day = 4 CRT days = $1300)	from: Term 1 to: Term 3		$2,500.00	
Selected staff attend following Core Professional Learning PLC sessions: 25th and 26th July, 15th August, and 11th October. All staff involved in three in-school sessions, dates to be confirmed. Equity funding to be used for CRT coverage as required.	from: Term 3 to: Term 4		$2,000.00	
Totals			$5,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Purchase of maths professional resources (Equity funds used to purchase professional reading resources for all staff) = $500 approximately	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ PLC/PLT Meeting	☑ External consultants Books published by experts in their field - George Booker and Di Siemon (mathematics)	☑ On-site
All teaching staff participate in Andrea Hillbrick professional learning (4 staff x $150 per day approximately, for two days = $1200, CRT cover for 4 days, use of specialists plus 2 CRT's per PD day = 4 CRT days = $1300)	☑ All Staff	from: Term 1 to: Term 3	☑ Planning ☑ Curriculum development	☑ Professional Practice Day	☑ Literacy expertise	☑ Off-site Andrea Hillbrick (Literacy Expert) booked through Hepburn PS, all four teaching staff from MBPS to attend two full days of PD around teaching writing
Selected staff attend following Core Professional Learning PLC sessions: 25th and 26th July, 15th August, and 11th October. All staff involved in three in-school sessions, dates to be confirmed. Equity funding to be used for CRT coverage as required.	☑ PLC Leaders	from: Term 3 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Departmental resources Through departments PLC initiative.	☑ Off-site Both off site for sessions and school visits over Terms 3 and 4