**2019 Annual Implementation Plan**

Submitted for review by Kerrie Heenan (School Principal) on 06 February, 2019 at 03:13 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 11 February, 2019 at 12:26 PM
Endorsed by Todd Sprague (School Council President) on 15 February, 2019 at 09:10 PM

**for improving student outcomes**

The Lakes South Morang P-9 School (8846)



**Self-evaluation Summary - 2019**

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

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| **Professional leadership** |  | Building leadership teams | Embedding |
|  | Instructional and shared leadership | Embedding moving towards Excelling |
|  | Strategic resource management | Embedding |
|  | Vision, values and culture | Embedding |

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

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| **Community engagement in learning** |  | Building communities | Embedding moving towards Excelling |
|  | Global citizenship | Embedding moving towards Excelling |
|  | Networks with schools, services and agencies | Embedding moving towards Excelling |
|  | Parents and carers as partners | Embedding |

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| **Enter your reflective comments** | The school review identified a quality assurance process to ensure that high impact, evidence–based pedagogical and assessment practices were not enacted by all teachers.Our teachers need to pinpoint and build from point of need for individuals, student cohorts and groups of students. A clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies is required. The availability of consistent formative assessment data will provide the basis of regular feedback and reporting to students and parents who were engaged as partners in improving student outcomes. The school found that student learning was negatively impacted by the behaviour of some students in some classes. Staff were not always effectively using the learning spaces to provide a stimulating learning environment for students. There was inconsistency in the application of student behaviour guidelines, and the whole school approach to wellbeing was not being implemented consistently. The school has identified the need to give students more voice and agency in their learning and to allow students to be connected to their world. There was limited student agency in building authentic learning partnerships. Students needed to develop their ability to self–regulate their learning and to actively challenge themselves. There is a need to develop teacher capacity to empower all students to reach their full potential. There is a need to ensure school leaders are active instructional leaders and develop a culture of trust that encourages risk taking resulting in innovation and improvement. There were limited formal avenues existing for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment. |
| **Considerations for 2019** | See AIP KIS Strategies for 2019. To maximise the achievement and learning growth of every student in literacy and numeracyTo ensure student wellbeing is enabled by a supportive and productive learning environment.To optimise the engagement of student in their learning with a focus on student agency. |
| **Documents that support this plan** |  |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise the achievement and learning growth of every student in literacy and numeracy. | Yes | By 2021, as a minimum the students’ relative growth in NAPLAN is at 25 per cent low growth, 50 per cent medium growth, and 25 per cent high growth in the areas of Reading, Writing and Numeracy in Years 3, 5, 7 and 9. | By the completion of 2019 NAPLAN relative growth ( Low.Medium & High) will increase by 5% in comparison to the 2018 data.  |
| By 2021, to be at or above the NAPLAN state mean in Reading, Writing and Numeracy in Years 3, 5, 7 and 9.  | by the completion of 2019 NAPLAN data in Reading, Writing & Numeracy in Years 3, 5, 7 & 9 will be at or above the National average/mean. |
| School Staff Survey (SSS) to show:

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| **DOMAIN** | **2021 target** |
| Collective focus on Teaching and Learning | >90% |
| Collective efficacy | >90% |
| Collective responsibility | >90% |
| Academic Emphasis | >90% |

 | By the completion of 2019. School Staff Survey targets will increase by at least 10% across each Domain. |
| Reduced inconsistency between the teacher judgement data and the NAPLAN data from the 2018 data in Literacy and Numeracy so that the difference is no more than 10 per cent. | The school meeting schedule will be restructured to ensure that 50% of available time is allocated to building capacity in teaching and learning. |
| To ensure student wellbeing is enabled by a supportive and productive learning environment. | Yes | AToSS dimensions to show:

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| **AToSS dimension** | **2018\*** | **2021 target** |
| Effective Classroom behaviour | 60% | > 80% |
| Effective teaching time | 70% | > 90% |
| Teacher concern | 50% | > 90% |
| \* is an average of the results for the Years 4–6 and Years 7–9. |   |   |

 | By the completion of 2019. School AToSS targets will increase by at least 10% across each Dimension. |
| SSS domains to show:

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| **DOMAIN** | **2018** | **2021 target** |
| Collective focus on Student Learning | 70% | >90% |
| Shielding and Buffering | 49% | >80% |
| Trust in students and parents | 43% | >80% |
| Academic Emphasis | 40% | >90% |

  | By the completion of 2019. SSS targets will increase by at least 10% across each Dimension. |
| POS Dimensions to show:

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| **Dimension** | **2018** | **2021 target** |
| Confidence and resilience | 80% | > 90% |
| Promoting positive behaviours | 83% | > 90% |

  | By the completion of 2019. the POS targets will continue to be maintained or improved. |
| To optimise the engagement of student in their learning with a focus on student agency. | Yes | AToSS to show:

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| **AToSS dimension** | **2018\*** | **2021 target** |
| \*Student voice and agency | 52% | > 80% |
| High expectations for success | 80% | > 90% |
| Motivation and interest | 75% | >80% |
| Differentiated learning challenge | 67% | > 80% |
| Stimulating learning | 71% | > 90% |
| \* is an average of the results for the Years 4–6 and Years 7–9. |   |   |

  | By the completion of 2019. AToSS argets will increase by at least 15% in Student Voice & Agency.  |
| SSS to show:

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| **SSS dimension** | **2018** | **2021 target** |
| Trust in students and parents | 43% | > 80% |
| Academic emphasis | 40% | > 90% |

  | By the completion of 2019. School Staff Survey targets will increase by at least 10% across each Dimension. |
| POS to show:

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| **POS Dimension** | **2018** | **2021 target** |
| Student motivation and support | 66% | > 90% |
| Stimulating learning | 71% | > 90% |

  | By the completion of 2019. POS Survey targets will increase by at least 10% across each Dimension. |

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| **Goal 1** | To maximise the achievement and learning growth of every student in literacy and numeracy. |
| 12 Month Target 1.1 | By the completion of 2019 NAPLAN relative growth ( Low.Medium & High) will increase by 5% in comparison to the 2018 data.  |
| 12 Month Target 1.2 | by the completion of 2019 NAPLAN data in Reading, Writing & Numeracy in Years 3, 5, 7 & 9 will be at or above the National average/mean. |
| 12 Month Target 1.3 | By the completion of 2019. School Staff Survey targets will increase by at least 10% across each Domain. |
| 12 Month Target 1.4 | The school meeting schedule will be restructured to ensure that 50% of available time is allocated to building capacity in teaching and learning. |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 1**Curriculum planning and assessment | Effectively implement the Victorian Curriculum at the point of need for every student (CPA)  | Yes |
| **KIS 2**Curriculum planning and assessment | Provide a viable senior secondary curriculum (CPA) | Yes |
| **KIS 3**Building practice excellence | Action an evidence based teaching and learning model in a consistent manner across the school (BPE) | Yes |
| **KIS 4**Curriculum planning and assessment | Build staff capacity in data literacy. (CPA) | 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. | KIS 1. 3 & 4 will be the focus for 2019. The focus will be clearly on literacy development with a focus on Reading & Writing and in accordance to the NMR initiative of literacy learning through the Teaching Partners initiative. KIS 2 will be guided and driven by the neighbourhood pathway provision including collaboration with our school community including The Lakes Working Party.  |
| **Goal 2** | To ensure student wellbeing is enabled by a supportive and productive learning environment. |
| 12 Month Target 2.1 | By the completion of 2019. School AToSS targets will increase by at least 10% across each Dimension. |
| 12 Month Target 2.2 | By the completion of 2019. SSS targets will increase by at least 10% across each Dimension. |
| 12 Month Target 2.3 | By the completion of 2019. the POS targets will continue to be maintained or improved. |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 1**Setting expectations and promoting inclusion | To investigate and implement a whole school model of student behaviour management that is age appropriate and effective. (SEI) | Yes |
| **KIS 2**Health and wellbeing | To ensure effective and shared leadership at all levels that supports the wellbeing of staff and students. (SHW) | Yes |
| **KIS 3**Building practice excellence | To ensure effective teaching and learning practices occur within the adaptive learning spaces. (BPE) | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The school has identifed the need to clearly establish an agreed and student appropriate whole school model of behaviour management that is clearly adhered to and adminisitered. The focus will be to investigate a number of models, share the knowledge and include the learning with all relevant stakeholders. The need to critically examine our learning spaces and to re-establish a collective responsibility on student learning, welfare and engagement based on agreed protocols and whole school culture. |
| **Goal 3** | To optimise the engagement of student in their learning with a focus on student agency. |
| 12 Month Target 3.1 | By the completion of 2019. AToSS argets will increase by at least 15% in Student Voice & Agency.  |
| 12 Month Target 3.2 | By the completion of 2019. School Staff Survey targets will increase by at least 10% across each Dimension. |
| 12 Month Target 3.3 | By the completion of 2019. POS Survey targets will increase by at least 10% across each Dimension. |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 1**Intellectual engagement and self-awareness | Build a culture where teachers and students work together and student voice, agency and leadership are understood and evident. (IES)  | Yes |
| **KIS 2**Intellectual engagement and self-awareness | Use effective feedback strategies to gather information on students understanding, to work with students to advance student learning and to verify the impact of teaching practice. (IES)  | No |
| 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. | Develop a whole school culture of student voice, agency and leadership. This will focus on upacking the DET Amplify initiative collectively, both formally and informally. Targeted meeting schedules and PLD will be on professional development and engaging professional organisations to drive and review key dimensions and how they value add to teaching and learning & student outcomes.  |

**Define Actions, Outcomes and Activities**

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| **Goal 1** | To maximise the achievement and learning growth of every student in literacy and numeracy. |
| 12 Month Target 1.1 | By the completion of 2019 NAPLAN relative growth ( Low.Medium & High) will increase by 5% in comparison to the 2018 data.  |
| 12 Month Target 1.2 | by the completion of 2019 NAPLAN data in Reading, Writing & Numeracy in Years 3, 5, 7 & 9 will be at or above the National average/mean. |
| 12 Month Target 1.3 | By the completion of 2019. School Staff Survey targets will increase by at least 10% across each Domain. |
| 12 Month Target 1.4 | The school meeting schedule will be restructured to ensure that 50% of available time is allocated to building capacity in teaching and learning. |
| KIS 1Curriculum planning and assessment | Effectively implement the Victorian Curriculum at the point of need for every student (CPA)  |
| **Actions** | The restructire of the LTs and Learning Specialist positions or responsibility ( additional staffing )Additional Leadership responsibilites in the management of the T & L Engagement of the Teaching PartnersRestructuring of the Meeting Schedule that includes weekly meetings  |
| **Outcomes** | Building teaching capacity and collective understanding to consistently apply effective principles in Reading curriculumGreater confidence in the collection, analysis and use of student reading data across all levels |
| **Success Indicators** | An improvement in our reading data in both Student Judgment data and NAPLANTo reduce the gap between Teacher Judgenent and NAPLAN data To develop the level of depth and increased growth in cohort data in Reading in conjunction with the work completed by the Teaching Partners. |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|  The restructure of the LTs and Learning Specialist positions or responsibility ( additional staffing ) | 🗹 Leadership Team | 🗹 PLP Priority | from:Term 1to:Term 4 | $220,000.00🞎 Equity funding will be used |
| Additional Leadership responsibilites in the management of the T & L To include the additional release of key leaders | 🗹 Leadership Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $100,000.00🗹 Equity funding will be used |
| Engagement of the Teaching Partners | 🗹 Teaching Partners (DSSI) | 🗹 PLP Priority | from:Term 1to:Term 4 | $30,000.00🗹 Equity funding will be used |
| Restructuring of the Meeting Schedule that includes weekly meetings  | 🗹 School Improvement Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used |
| KIS 2Curriculum planning and assessment | Provide a viable senior secondary curriculum (CPA) |
| **Actions** | Develpment of THE neigbourhood senior school provision working group to explore options inconJunction with NEMATo establish a range of consultations with the school community and relevant stakeholders To provide staff with the professional learning opportunities to explore teaching provisions at the senior levels and in their relevant subject areas |
| **Outcomes** | Agreed school provision and protocols amongst the neighbourhood schoolsCompetence, excitement and ability to teach effectively at the senior level including the effective use of study designsCommencement in 2020 of a viable and dynamic Year 10 curriculum programBuild staff networks across a range of professional networks and affiliations |
| **Success Indicators** | The successful introduction of an effective and viable Year 10 curriculum program Growth in total school enrolments Build an effective neighbourhood school consultation process  |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Develpment of the neigbourhood senior school provision working group to explore options in conjunction with NEMA | 🗹 Assistant Principal🗹 Curriculum Co-ordinator (s)🗹 Managed Individual Pathways Coordinator🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $60,000.00🞎 Equity funding will be used |
| To establish a range of consultations with the school community and relevant stakeholders  | 🗹 KLA Leader🗹 Leadership Team🗹 Leading Teacher(s)🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $20,000.00🞎 Equity funding will be used |
| To provide staff with the professional learning opportunities to explore teaching provisions at the senior levels and in their relevant subject areas | 🗹 KLA Leader🗹 Managed Individual Pathways Coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $50,000.00🞎 Equity funding will be used |
| KIS 3Building practice excellence | Action an evidence based teaching and learning model in a consistent manner across the school (BPE) |
| **Actions** | Unpack the DET preferred learning model with all staffTo develop a structured and defined professional learning schedule Provision of time and PD for key leaders To ensure that learning for all staff is central to the PDP process  |
| **Outcomes** | An agreed and defined set of Teaching & Learning protocolsA higher level of competency by all staff in delivering Teaching & Learning across the school |
| **Success Indicators** | Formalise and demonstrated evidence and growth in staff PDP'sIdentified and communicated school protocols across the school  |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Unpack the DET preferred learning model with all staff | 🗹 All Staff | 🗹 PLP Priority | from:Term 1to:Term 2 | $10,000.00🞎 Equity funding will be used |
| To develop a structured and defined professional learning schedule  | 🗹 School Leadership Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $5,000.00🞎 Equity funding will be used |
| Provision of time and PD for key leaders  | 🗹 Curriculum Co-ordinator (s)🗹 Leadership Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $10,000.00🞎 Equity funding will be used |
| To ensure that learning for all staff is central to the PDP process  | 🗹 All Staff | 🞎 PLP Priority | from:Term 1to:Term 4 | $120,000.00🗹 Equity funding will be used |
| KIS 4Curriculum planning and assessment | Build staff capacity in data literacy. (CPA) |
| **Actions** | Work effectively with the Teaching Partners at multiple levels to develop literacy skills across all levels of T & LProvision of time for LT an LS to coach, mentor and support teaching teams and building data literacy capacityOngoing monitoring of student data and growth at senior level ensuring teacher accountability throughout the process  |
| **Outcomes** | Teaching Partners to meet with and work with the primary teachers on a weekly basisGreater and more effective use of student outcome data across the schoolFollow up and review of individual and cohort data outcomes  |
| **Success Indicators** | Data gathered and analysed by the Teaching Partners Increased number of students across all levels demonstrating medium and high growth  |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Work effectively with the Teaching Partners at multiple levels to develop literacy skills across all levels of T & L | 🗹 Curriculum Co-ordinator (s)🗹 Teaching Partners (DSSI) | 🗹 PLP Priority | from:Term 1to:Term 4 | $5,000.00🗹 Equity funding will be used |
| Provision of time for LT an LS to coach, mentor and support teaching teams and building data literacy capacity | 🗹 Leading Teacher(s)🗹 Learning Specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $110,000.00🞎 Equity funding will be used |
| Ongoing monitoring of student data and growth at senior level ensuring teacher accountability throughout the process  | 🗹 Leadership Partners (DSSI)🗹 Learning Specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $140,000.00🞎 Equity funding will be used |
| **Goal 2** | To ensure student wellbeing is enabled by a supportive and productive learning environment. |
| 12 Month Target 2.1 | By the completion of 2019. School AToSS targets will increase by at least 10% across each Dimension. |
| 12 Month Target 2.2 | By the completion of 2019. SSS targets will increase by at least 10% across each Dimension. |
| 12 Month Target 2.3 | By the completion of 2019. the POS targets will continue to be maintained or improved. |
| KIS 1Setting expectations and promoting inclusion | To investigate and implement a whole school model of student behaviour management that is age appropriate and effective. (SEI) |
| **Actions** | Investigate a range of options and behaviour models that would best suit our school environment needs Re establish school protocols that will underpin the selected behaviour model Engage a range of community partnership projects to support the implementation process  |
| **Outcomes** | Agreed model of behaviour managementA consistent approach in the implementaion of the behaviour model Effective teacher training on the selected beahviour model Greaterr community confidence in the implemenation of consistent behaviour management practices |
| **Success Indicators** | Improved AoTTS results dataImproved SOS results dataImproved POS results data  |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Investigate a range of options and behaviour models that would best suit our school environment needs  | 🗹 All Staff🗹 Assistant Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $40,000.00🞎 Equity funding will be used |
| Re establish school protocols that will underpin the selected behaviour model | 🗹 Leadership Team🗹 Sub School Leader/s | 🞎 PLP Priority | from:Term 1to:Term 2 | $10,000.00🞎 Equity funding will be used |
| Engage a range of community partnership projects to support the implementation process  | 🗹 Student Wellbeing Co-ordinator🗹 Wellbeing Team  | 🞎 PLP Priority | from:Term 1to:Term 4 | $40,000.00🞎 Equity funding will be used |
| KIS 2Health and wellbeing | To ensure effective and shared leadership at all levels that supports the wellbeing of staff and students. (SHW) |
| **Actions** | Restructure of Principal/Management teams with senior people leading teams in T & L and Student Management operations Re establishment of Home Groups in the secondary setting Changes to spaces in P-4 learning areas to improve support in staff and student wellbeingMore effective use of Allied Support and ES Staff  |
| **Outcomes** | Improvements in the overall performance data across the AToSS, SSS & POS The successful implementation of the Home Group program in Years 7-9 Improved tracking of student attendance Improved conectedness between staff and students Provision for access to alied professionals for staff , students and our local community. |
| **Success Indicators** | A minumum of 10% increase in each of the selected surveys listedPresentation of data from allied staff on student/family access to relevant services provided ( speech pathology/school nurse/headspace ) |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Restructure of Principal/Management teams with senior people leading teams in T & L and Student Management operations  | 🗹 Assistant Principal🗹 Leadership Team🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $120,000.00🞎 Equity funding will be used |
| Re establishment of Home Groups in the secondary setting | 🗹 All Staff🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $100,000.00🗹 Equity funding will be used |
| Changes to spaces in P-4 learning areas to improve support in staff and student wellbeing | 🗹 All Staff | 🞎 PLP Priority | from:Term 1to:Term 2 | $20,000.00🞎 Equity funding will be used |
| More effective use of Allied Support and ES Staff  | 🗹 Allied Health | 🞎 PLP Priority | from:Term 1to:Term 4 | $75,000.00🗹 Equity funding will be used |
| KIS 3Building practice excellence | To ensure effective teaching and learning practices occur within the adaptive learning spaces. (BPE) |
| **Actions** | Initiating a think tank amongst staff on the use of teaching and learning spaces and protocolsRegular PD on maximised use of teaching spaces The effective implementation of the agreed behaviour management model |
| **Outcomes** | The effective use of learning spaces to maximise student learning outcomes and engagement Teachers working collaboratively to redefine learning spaces Students demonstrating greater agency in their learning and environment Greater emphasis in school pride across the school community |
| **Success Indicators** | Evidence will be based on a minimum improvement of 10% in the AToSS , SSS & POS. |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Initiating a think tank amongst staff on the use of teaching and learning spaces and protocols | 🗹 Leadership Team🗹 Leading Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $110,000.00🞎 Equity funding will be used |
| Regular PD on maximised use of teaching spaces | 🗹 All Staff🗹 School Improvement Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $40,000.00🞎 Equity funding will be used |
| The effective implementation of the agreed behaviour management model | 🗹 All Staff🗹 School Improvement Team | 🞎 PLP Priority | from:Term 3to:Term 4 | $20,000.00🞎 Equity funding will be used |
| **Goal 3** | To optimise the engagement of student in their learning with a focus on student agency. |
| 12 Month Target 3.1 | By the completion of 2019. AToSS argets will increase by at least 15% in Student Voice & Agency.  |
| 12 Month Target 3.2 | By the completion of 2019. School Staff Survey targets will increase by at least 10% across each Dimension. |
| 12 Month Target 3.3 | By the completion of 2019. POS Survey targets will increase by at least 10% across each Dimension. |
| KIS 1Intellectual engagement and self-awareness | Build a culture where teachers and students work together and student voice, agency and leadership are understood and evident. (IES)  |
| **Actions** | To unpack and understand the DET Amplify initiative To develop a range of strategies and programs that are focused on student agencyTo assimilate student agency throughout the Teaching & Learning programs   |
| **Outcomes** | Staff PDP that includes demonstrated evidence of student feedback use and change of practice Staff clearly articulate a range of strategies employed in their Teaching & Learning on student agency and student voice  |
| **Success Indicators** | By the completion of 2019. AToSS argets will increase by at least 15% in Student Voice & Agency |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| To unpack and understand the DET Amplify initiative  | 🗹 Assistant Principal🗹 Leading Teacher(s) | 🗹 PLP Priority | from:Term 1to:Term 2 | $10,000.00🞎 Equity funding will be used |
| To develop a range of strategies and programs that are focused on student agency | 🗹 All Staff | 🞎 PLP Priority | from:Term 2to:Term 4 | $10,000.00🞎 Equity funding will be used |
| To assimilate student agency throughout the Teaching & Learning programs | 🗹 All Staff | 🞎 PLP Priority | from:Term 3to:Term 4 | $40,000.00🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $470,000.00 | $370,000.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $470,000.00 | $370,000.00 |

Activities and Milestones

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| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Additional Leadership responsibilites in the management of the T & L To include the additional release of key leaders | from:Term 1to:Term 4 | 🗹 School-based staffing | $100,000.00 | $100,000.00 |
| Engagement of the Teaching Partners | from:Term 1to:Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $30,000.00 | $30,000.00 |
| To ensure that learning for all staff is central to the PDP process  | from:Term 1to:Term 4 | 🗹 CRT | $120,000.00 | $20,000.00 |
| Work effectively with the Teaching Partners at multiple levels to develop literacy skills across all levels of T & L | from:Term 1to:Term 4 | 🗹 Teaching and learning programs and resources | $5,000.00 | $5,000.00 |
| Re establishment of Home Groups in the secondary setting | from:Term 1to:Term 4 | 🗹 School-based staffing | $100,000.00 | $100,000.00 |
| More effective use of Allied Support and ES Staff  | from:Term 1to:Term 4 | 🗹 Support services | $75,000.00 | $75,000.00 |
| To assimilate student agency throughout the Teaching & Learning programs | from:Term 3to:Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $40,000.00 | $40,000.00 |
| **Totals** | $470,000.00 | $370,000.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **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**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|  The restructure of the LTs and Learning Specialist positions or responsibility ( additional staffing ) | 🗹 Leadership Team | from:Term 1to:Term 4 | 🗹 Moderated assessment of student learning🗹 Curriculum development🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 PLC/PLT Meeting | 🗹 Teaching partners🗹 Bastow program/course | 🗹 On-site |
| Engagement of the Teaching Partners | 🗹 Teaching Partners (DSSI) | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Design of formative assessments | 🗹 Whole School Pupil Free Day🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 PLC/PLT Meeting | 🗹 Teaching partners | 🗹 On-site |
| Unpack the DET preferred learning model with all staff | 🗹 All Staff | from:Term 1to:Term 2 | 🗹 Planning🗹 Curriculum development🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day🗹 Professional Practice Day🗹 PLC/PLT Meeting | 🗹 Literacy expertise🗹 Teaching partners🗹 Leadership partners | 🗹 On-site |
| Work effectively with the Teaching Partners at multiple levels to develop literacy skills across all levels of T & L | 🗹 Curriculum Co-ordinator (s)🗹 Teaching Partners (DSSI) | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 Timetabled Planning Day🗹 PLC/PLT Meeting | 🗹 Literacy expertise🗹 Teaching partners🗹 Literacy Leaders | 🗹 On-site |
| Investigate a range of options and behaviour models that would best suit our school environment needs  | 🗹 All Staff🗹 Assistant Principal | from:Term 1to:Term 4 | 🗹 Collaborative Inquiry/Action Research team🗹 Formalised PLC/PLTs🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 PLC/PLT Meeting | 🗹 School improvement partnerships🗹 Internal staff🗹 Learning Specialist | 🗹 On-site |
| To unpack and understand the DET Amplify initiative  | 🗹 Assistant Principal🗹 Leading Teacher(s) | from:Term 1to:Term 2 | 🗹 Planning🗹 Peer observation including feedback and reflection🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day🗹 Professional Practice Day🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 SEIL🗹 Leadership partners🗹 Internal staff | 🗹 On-site |