

2019 Annual Implementation Plan

for improving student outcomes

Omeo Primary School (0831)



Submitted for review by Patricia Lynn (School Principal) on 27 March, 2019 at 08:32 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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 moving towards Evolving

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

Enter your reflective comments	Our school review in 2018 highlights the need to continue work on literacy, maths and well-being and engagement. PLC work in 2018 and planning ahead for 2019 in maths should see this streamlined and with clear focus areas already, outlined, will assist in additional time provided for more collaboration of assessment tasks, unit planning outlines and data comparisons will all help us work smarter not harder. Staff commitment in this area is strong.
Considerations for 2019	Working in an extended PLC model for 2019, will have lots of benefits and some challenges given location and distance b/w schools. How will we use technology to support teaching, learning and ease collaboration and travel times?
Documents that support this plan	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student achievement and growth in literacy	Yes	By 2022 the percentage of year 5 students in the top 2 bands of NAPLAN will increase from 0% to 35% in reading, and from 0% to 15% in writing over a four yr average.	2019 Naplan Yr 5 students in top two bands Reading 33%, Writing 25%
		By 2022 the percentage of students achieving 100 points matched cohort growth between years 3 and 5 in NAPLAN will increase from 96% to 100% in reading and increase from 62% to 100% in writing.	2019 Students achieving 100 points in matched cohort growth between yrs 3 & 5, Reading 60 % Writing 60 %
		By 2022 90% of students to be achieving at and above Victorian Curriculum standards in reading and viewing and writing.	2019 Students to be achieving at and above Victorian Curriculum standards in reading and viewing and writing. Reading and viewing 80 % Writing 70 %
Improve student achievement and growth in numeracy	Yes	By 2022 the percentage of year 5 students in the top 2 bands of NAPLAN will increase from 0% to 25% in numeracy.	2019 Year 5 students in the top 2 bands of NAPLAN 30%
		By 2022 the percentage of students achieving high relative growth from years 3 to 5 in NAPLAN will increase from 38% to 50% in numeracy.	2019 Students achieving high relative growth from years 3 to 5 in NAPLAN numeracy is 40%

		By 2022 the percentage of students achieving at and above Victorian Curriculum standards in number and algebra will be 90%.	2019 Students achieving at and above Victorian Curriculum standards in number and algebra is 75%
To create a positive school climate to increase student engagement and wellbeing.	Yes	By 2022 improve the percentage positive responses on the Parent Opinion survey for <i>general satisfaction</i> from 41% to 88% and for <i>parent participation and involvement</i> from 71% to 90%.	2019 Positive responses on the Parent Opinion survey for general satisfaction 55% and parent participation and involvement 80%
		By 2022 improve the percentage positive response on the ATOS for <i>learning confidence</i> from 60% to 90%, for <i>teacher concern</i> from 44% to 75%, for student voice and agency from 44% to 75% and for classroom behaviour from 46% to 90%	2019 Positive response on the ATOS for learning confidence 70%, teacher concern 55%, student voice and agency 55% classroom behaviour 55%
		By 2022 improve the percentage positive response on the Staff survey for <i>teachers in this school use student feedback to inform their teaching practice</i> to 100%.	2019 Positive response on the Staff survey for teachers in this school use student feedback to inform their teaching practice is 90%

Goal 1	Improve student achievement and growth in literacy	
12 Month Target 1.1	2019 Naplan Yr 5 students in top two bands Reading 33%, Writing 25%	
12 Month Target 1.2	2019 Students achieving 100 points in matched cohort growth between yrs 3 & 5, Reading 60 % Writing 60 %	
12 Month Target 1.3	2019 Students to be achieving at and above Victorian Curriculum standards in reading and viewing and writing. Reading and viewing 80 % Writing 70 %	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop an oral language program to support student achievement in reading and writing. (CPA)	No
KIS 2 Building practice excellence	Develop collaborative practices to build teacher capability in applying high-impact teaching strategies to consistently implement the agreed teaching and learning literacy framework. (BPE)	Yes
KIS 3 Curriculum planning and assessment	Build teacher capability to collect, use and reflect on student assessment data to improve and monitor student learning achievement and growth. (CPA)	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.	Consistency between classes was identified from the review in 2018. We have alignment of teaching blocks which support movement between classrooms for differentiation when needed to support student learning focuses however there is some variation in the implementation between classes. Using the same structure in both rooms will assist with consistency and strengthen delivery of our literacy learning. Our whole school planning supports both classes in delivering the same focus across the terms. Using the workshop model along with gradual release of responsibility model (GRRM) will be our key strategy for this. Both of these can be applied to reading, writing and numeracy as the year progress with successful use commencing in reading.	
Goal 2	Improve student achievement and growth in numeracy	

12 Month Target 2.1	2019 Year 5 students in the top 2 bands of NAPLAN 30%	
12 Month Target 2.2	2019 Students achieving high relative growth from years 3 to 5 in NAPLAN numeracy is 40%	
12 Month Target 2.3	2019 Students achieving at and above Victorian Curriculum standards in number and algebra is 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop collaborative practices to build teacher capability in applying high-impact teaching strategies to consistently implement the agreed teaching and learning numeracy framework. (BPE)	No
KIS 2 Curriculum planning and assessment	Build teacher capability to collect, use and reflect on student assessment data to improve and monitor student learning achievement and growth. (CPA)	Yes
KIS 3 Building practice excellence	Strengthen the professional learning community with cluster schools to leverage resources and opportunities to develop effective instructional strategies to improve numeracy teaching and monitor the impact on student learning outcomes. (BPE)	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.	This key improvement strategy links strongly with our PLC work in numeracy and builds on from previous work. The PLC work is also supported by the shared numeracy curriculum plan that was developed in 2018. This work will enable us to use our own data together with the combined PLC data for extra layers of investigation highlighting strong teaching/ learning and opportunities for additional growth. Support from Data Coach Niamh Johnson will also provide additional assistance and focus with this work.	
Goal 3	To create a positive school climate to increase student engagement and wellbeing.	
12 Month Target 3.1	2019 Positive responses on the Parent Opinion survey for general satisfaction 55% and parent participation and involvement 80%	

12 Month Target 3.2	2019 Positive response on the ATOS for learning confidence 70%, teacher concern 55%, student voice and agency 55% classroom behaviour 55%	
12 Month Target 3.3	2019 Positive response on the Staff survey for teachers in this school use student feedback to inform their teaching practice is 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Develop meaningful relationships with parents and carers and effective communication platforms to connect home learning with school learning.	No
KIS 2 Intellectual engagement and self-awareness	Develop, document and consistently implement a wellbeing strategy to develop students' social and emotional skills to self-manage their behaviour.	Yes
KIS 3 Intellectual engagement and self-awareness	Develop agreed teaching and learning frameworks and tools to enable students to become self-regulated learners with genuine agency.	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.	Well-being and behaviour were identified as areas for improvement in our school review in 2018. We hope that with a new tool in uEducateUs we will be able to gather data in this area to inform our processes and strengthen what is going well and establish improvement opportunities. Respectful Relationship will be part of this work, along with leadership through our school leaders, junior school council and school responsibilities for students. We also see a strong link between this work and KIS 1.	

Define Actions, Outcomes and Activities

Goal 1	Improve student achievement and growth in literacy
12 Month Target 1.1	2019 Naplan Yr 5 students in top two bands Reading 33%, Writing 25%
12 Month Target 1.2	2019 Students achieving 100 points in matched cohort growth between yrs 3 & 5, Reading 60 % Writing 60 %
12 Month Target 1.3	2019 Students to be achieving at and above Victorian Curriculum standards in reading and viewing and writing. Reading and viewing 80 % Writing 70 %
KIS 1 Building practice excellence	Develop collaborative practices to build teacher capability in applying high-impact teaching strategies to consistently implement the agreed teaching and learning literacy framework. (BPE)
Actions	<p>Use of workshop model in reading with strong use of gradual release of responsibility model to support student independence and completion of tasks. Workshop model will include: Opening, learning focus 5 min, Mini lesson- What and how 10 min; Work time 10 min, students independent work time, teacher confers with groups or individuals; Catch 5 min / re-engage; Work time 20 min, students independent work time, teacher confers with groups or individuals; Debriefing, share time, synthesis of learning 5 min.</p> <p>Use of Gradual Release of Responsibility Model GRRM to increase student engagement and support focus teaching and student work time.</p>
Outcomes	<p>Leaders: Delivery on plan for implementation through structured approach, including observation and feedback processes. Building capacity of staff to improve teaching and learning, consistency across classrooms</p> <p>Teachers: Improved use of time supporting focused teaching and contact with individuals and groups to strengthen learning outcomes. Ongoing monitoring to inform teacher planning and delivery.</p> <p>Students: Student responsibility in managing work time, reducing dependence on support as tasks and expectation are clearly understood supporting independence in learning. Increased student engagement and independence</p>

	<p>Environment: Calm and productive classrooms with strong learning environments. Consistency across classrooms through application of agreed teaching approach Classroom libraries as an integral part of learning process</p>			
Success Indicators	<p>Leaders: Workshop model evident in all classrooms - planning to indicate this along with observation and feedback to staff</p> <p>Teachers: Workshop model as key teaching structure in reading followed by writing. GRRM anchor charts in classrooms with teachers fully aware of each stage and the role of teachers and students Student outcomes showing improvement Increased student engagement and independence</p> <p>Students: GRRM anchor charts in classrooms with students fully aware of each stage and the role of teachers and students Students academic growth across the year - teacher judgement and On Demand where applicable. Increased student engagement and independence Improvement in Attitudes to School Survey (ATOS) elements of: Effective teaching time, Differentiated learning challenge, High expectations for success, Learning confidence</p> <p>Environment: GRRM anchor charts in classrooms used by both teachers and students Classroom libraries as an importance part of learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal Purchase of Pinnel and Fountas assessments kits to support reading assessment, Teachers: Use of, and application of data to classroom practice Monitoring of student growth and identifying strengths and areas of need reflected in teacher planning	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$884.00 <input checked="" type="checkbox"/> Equity funding will be used
Understanding and use of Gradual Release Responsibility Model in all classrooms as key teaching structure. Professional reading linked to this	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Classroom environments: Anchor charts for GRRM to be used and displayed in classrooms. Each element evident and understood by all.				<input type="checkbox"/> Equity funding will be used
School visits through Professional Practice Days (PPD) or pupil free day to school using workshop model. CRT required for PPD	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Attendance at Area Literacy Strategy Meetings with Literacy leaders and Principal and follow up workshops by literacy leader Professional reading related to Workshop implementation and knowledge to build teacher capacity in effective use of workshop model with other staff	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Building staff capacity through planned curriculum meeting agenda to build knowledge, use of professional readings, sharing of good practice	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <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
Observation and Feedback processes to be employed across the year as new elements of workshop model are implemented. CRT cost could be incurred	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Student progress data collection across the year - Pinnel and Fountas in reading, Running records on guided reading text in junior room related to below, at above level. Writing moderation across the year at least once semester.	<input checked="" type="checkbox"/> Principal <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

Goal 2	Improve student achievement and growth in numeracy
12 Month Target 2.1	2019 Year 5 students in the top 2 bands of NAPLAN 30%
12 Month Target 2.2	2019 Students achieving high relative growth from years 3 to 5 in NAPLAN numeracy is 40%
12 Month Target 2.3	2019 Students achieving at and above Victorian Curriculum standards in number and algebra is 75%
KIS 1 Curriculum planning and assessment	Build teacher capability to collect, use and reflect on student assessment data to improve and monitor student learning achievement and growth. (CPA)
Actions	<p>Active participation in our Professional Learning Community work in numeracy is our key area of work for this goal. This work will include:</p> <ul style="list-style-type: none"> *Following an agreed plan across the year. *Assessment for agreed unit focus through a Common Assessment Task (CAT) *Pre and post data collection which will be used by our school for unit delivering of teaching and learning *Data collated from the three schools involved, allowing for greater discussion and understanding of successful use of data *PLC meetings both virtual and face to face *Professional reading for key resource ' George Booker' *Establishment and sharing of successful learning activities linked to levels and area of need *Celebration and reflection of process, student outcomes and improvement strategies
Outcomes	<p>Leaders: Implementation of PLC plan</p> <p>Teachers: Teacher knowledge with greater awareness of introduction and sequence of learning tasks / activities, vocabulary and activities to support learning. Identification of misconceptions earlier, supporting improved student knowledge through targeted teaching to address misconceptions improving concept application/ understanding Application of data knowledge and processes in other areas outside of PLC focuses supporting teaching and learning Consistency in teacher practice and focus areas across classroom</p> <p>Student: Student growth from pre to post CAT. Improvement in Attitudes to School Survey (ATOS) elements of: Effective teaching time, Differentiated learning challenge, High expectations for success, Learning confidence</p>

	Environment:			
Success Indicators	<p>Leaders: Staff reflections of their learning, knowledge and understandings, and implications for future work being applied across the year Staff application of inquiry cycle process beyond Mathematics</p> <p>Teachers: Staff reflections of their learning, knowledge and understandings, and implications for future work being applied across the year Staff application of process beyond Mathematics</p> <p>Students: Pre and Post CAT data records for all agreed units showing improvement in student learning Improvement in Attitudes to School Survey (ATOS) elements of: Effective teaching time, Differentiated learning challenge, High expectations for success, Learning confidence</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Term 1: Ask document developed Place Value Common Assessment task developed and administered Pre Data compiled, student needs identified Teaching plan designed to cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels Post test of Common Assessment task developed and administered Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$400.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Term 2: Ask document developed Addition and Subtraction Common Assessment task developed and administered Pre Data compiled, student needs identified Teaching plan designed to cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels Post test of Common Assessment task developed and administered Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$400.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Term 3: Ask document developed Division Common Assessment task developed and administered Pre Data compiled, student needs identified Teaching plan designed to cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels Post test of Common Assessment task developed and administered Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>	<p><input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$400.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Term 4: Ask document developed Fractions / Decimals Common Assessment task developed and administered Pre Data compiled, student needs identified Teaching plan designed to cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels Post test of Common Assessment task developed and administered Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>	<p><input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$400.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Observation and feedback process linked to ten characteristics of numeracy teaching occurring across the year. CRT cost could be incurred.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$800.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Goal 3</p>	<p>To create a positive school climate to increase student engagement and wellbeing.</p>			
<p>12 Month Target 3.1</p>	<p>2019 Positive responses on the Parent Opinion survey for general satisfaction 55% and parent participation and involvement 80%</p>			
<p>12 Month Target 3.2</p>	<p>2019 Positive response on the ATOS for learning confidence 70%, teacher concern 55%, student voice and agency 55% classroom behaviour 55%</p>			

12 Month Target 3.3	2019 Positive response on the Staff survey for teachers in this school use student feedback to inform their teaching practice is 90%			
KIS 1 Intellectual engagement and self-awareness	Develop, document and consistently implement a wellbeing strategy to develop students' social and emotional skills to self-manage their behaviour.			
Actions	Review current Well-being and Engagement policy. Build in communication structures to support parent involvement and knowledge around student well-being Implement Respectful Relationship program across the school through Mates - whole school with classroom follow up to reinforce key messages. Promote growth mindset knowledge through targeted work in classrooms.			
Outcomes	Well-being and engagement policy reviewed with additional documentation developed as needed Delivery of Respectful Relationships implemented as planned, may include adjustments across the year as needed. Students able to self- manage behaviour reducing impacts on teaching and learning interruptions, increasing student output and learning.			
Success Indicators	Updated Well-being and engagement policy including clearly articulated process of behaviour management - positive and negative. Student use of growth mindset knowledge/ language. Decrease in reported bullying and increase in ATOS and parent survey around management of bullying / behaviour.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Trial data collection devices/ systems to gather data around well-being and behaviour including yard time. Evaluate both uEducateUs and Dojo and determine most effective tool for purposes. Classroom, yard, behaviour/ incidents. Principal to outline trial period, purpose and inform community of process and results at completion Establish structures to support agreed processes and communicate to staff and school community	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$400.00 <input type="checkbox"/> Equity funding will be used

<p>Review student well-being and engagement policy with input from families and students. Focus groups with students and parents to provide feedback and develop student friendly document. Personal and social capabilities I can statements could be used here.</p> <p>Possible support from School Wide Positive Behaviour personal.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$400.00 <input type="checkbox"/> Equity funding will be used
<p>Respectful Relationship program to be used across the school, actively teaching awareness of behaviour and consequences/implication for self and others. School plan developed December 2018 delivered weekly to whole school with additional activities that are classroom based. Purchase of resource as required to support future implementation.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Link with and utilise additional outside support as needed from SOCs and local agencies, Omeo District Health including provision of counselling and speech support.</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
<p>Clarify use of Dojo app as used in classrooms considering behaviours, purpose. Communication to parents around use, purpose, class rewards and systems linked to points earned.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$400.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$9,384.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$9,384.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Principal Purchase of Pinnel and Fountas assessments kits to support reading assessment, Teachers: Use of, and application of data to classroom practice Monitoring of student growth and identifying strengths and areas of need reflected in teacher planning	from: Term 1 to: Term 1		\$884.00	
School visits through Professional Practice Days (PPD) or pupil free day to school using workshop model. CRT required for PPD	from: Term 2 to: Term 4		\$1,200.00	
Attendance at Area Literacy Strategy Meetings with Literacy leaders and Principal and follow up workshops by literacy leader Professional reading related to Workshop implementation and knowledge to build teacher	from: Term 1 to: Term 4		\$1,600.00	

capacity in effective use of workshop model with other staff				
Observation and Feedback processes to be employed across the year as new elements of workshop model are implemented. CRT cost could be incurred	from: Term 1 to: Term 4		\$2,400.00	
Observation and feedback process linked to ten characteristics of numeracy teaching occurring across the year. CRT cost could be incurred.	from: Term 2 to: Term 4		\$800.00	
Respectful Relationship program to be used across the school, actively teaching awareness of behaviour and consequences/ implication for self and others. School plan developed December 2018 delivered weekly to whole school with additional activities that are classroom based. Purchase of resource as required to support future implementation.	from: Term 1 to: Term 4		\$2,500.00	
Totals			\$9,384.00	

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
Principal Purchase of Pinnel and Fountas assessments kits to support reading assessment, Teachers: Use of, and application of data to classroom practice Monitoring of student growth and identifying strengths and areas of need reflected in teacher planning	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site PD at Lakes Entrance PS
Understanding and use of Gradual Release Responsibility Model in all classrooms as key teaching structure. Professional reading linked to this Classroom environments: Anchor charts for GRRM to be used and displayed in classrooms. Each element evident and understood by all.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

School visits through Professional Practice Days (PPD) or pupil free day to school using workshop model. CRT required for PPD	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site School to be decided
Attendance at Area Literacy Strategy Meetings with Literacy leaders and Principal and follow up workshops by literacy leader Professional reading related to Workshop implementation and knowledge to build teacher capacity in effective use of workshop model with other staff	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SEVR Outer Gippsland literacy strategy professional development	<input checked="" type="checkbox"/> Off-site SEVR Outer Gippsland literacy strategy professional development
Building staff capacity through planned curriculum meeting agenda to build knowledge, use of professional readings, sharing of good practice	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Term 1: Ask document developed Place Value Common Assessment task developed and administered Pre Data compiled, student needs identified Teaching plan designed to	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels Post test of Common Assessment task developed and administered Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>						
<p>Term 2: Ask document developed Addition and Subtraction Common Assessment task developed and administered Pre Data compiled, student needs identified Teaching plan designed to cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels Post test of Common Assessment task developed and administered Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Term 3: Ask document developed Division Common Assessment task</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p>from: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>developed and administered Pre Data compiled, student needs identified</p> <p>Teaching plan designed to cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels</p> <p>Post test of Common Assessment task developed and administered</p> <p>Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4				
<p>Term 4: Ask document developed Fractions / Decimals</p> <p>Common Assessment task developed and administered</p> <p>Pre Data compiled, student needs identified</p> <p>Teaching plan designed to cater for identified needs and catering for multi age classroom with differentiation of tasks/ levels</p> <p>Post test of Common Assessment task developed and administered</p> <p>Post Data compiled, student growth celebrated and future needs areas identified with teacher planning to support additional</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>Review student well being and engagement policy with input from families and students. Focus groups with students and parents to provide feedback and develop student friendly document. Personal and social capabilities I can statements could be used here.</p> <p>Possible support from School Wide Positive Behaviour personal.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
<p>Respectful Relationship program to be used across the school, actively teaching awareness of behaviour and consequences/ implication for self and others. School plan developed December 2018 delivered weekly to whole school with additional activities that are classroom based. Purchase of resource as required to support future implementation.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site