

2019 Annual Implementation Plan

for improving student outcomes

Skipton Primary School (0582)



Submitted for review by Calvin Tromp (School Principal) on 14 February, 2019 at 01:32 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 15 February, 2019 at 09:56 AM
Endorsed by Les Meek (School Council President) on 29 March, 2019 at 08:55 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

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	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>The overall intent will be to enact the school's vision for each student. We would wish every child to experience success, confidence, and creativity and become active and informed about their community and their place in it. After consideration of the school's performance over the past four years and the factors that enabled or inhibited its progress, four initiative areas were proposed by the panel as considerations for the next Strategic Plan.</p> <ul style="list-style-type: none"> • Building Practice Excellence • Curriculum planning & assessment • Intellectual engagement and self-awareness • Empowering students and building school pride. <p>To do this the school needs to put into place a whole-school curriculum plan and consistency in how this is taught in each class. A culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement will be the focus.</p> <p>At the same time the school endeavours to increase student voice, that is, providing opportunities for students to influence their own learning as well as have input into decisions and directions the school takes. This is in order for students to take responsibility for their own learning and to become independent and self-regulating learners.</p>
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<p>Considerations for 2019</p>	<p>Improving coherence and consistency in literacy and numeracy across the school. Staff survey shows that academic emphasis is very sound (91%), as is collective efficacy (90%) and using data for curriculum planning (100%).</p> <p>Areas for improvement would include: analysing data and using evidence to inform teaching (both 67%), using student feedback (50%), time to share pedagogy (50%), peer observation (50%) and using the pedagogical model (50%).</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To achieve high learning growth in literacy and numeracy for every student.			
Target 1.1	1. Improve relative growth in literacy and numeracy as measured by NAPLAN grade 3 to 5			
		Low	Medium	High
G&P	2016	18.2%	36.4%	45.5%
	Target	10%	40%	50%
Numeracy	2016	0%	54.5%	45.5%
	Target	0%	50%	50%
Reading	2016	9.1%	45.5%	45.5%
	Target	5%	45%	50%
Spelling	2016	18.2%	36.4%	45.5%
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Writing	2016	9.1%	45.5%	45.5%
	Target	5%	45%	50%
	1. To increase the percentage of students in the top two bands in NAPLAN			
		Year 3	Year 5	
G&P	2016	58.8%	36.4%	
	Target	60%	40%	

Numeracy	2016	35.3%	36.4%
	Target	40%	40%
Reading	2016	53%	36.4%
	Target	60%	40%
Spelling	2016	58.8%	36.4%
	Target	60%	40%
Writing	2016	76.5%	36.4%
	Target	80%	40%

1. To increase the percentage of students achieving the highest levels of achievement according to Teacher Judgements (A&B)

		P-6
Reading & viewing	2016	62%
	Target	70%
Speaking & listening	2016	33%
	Target	40%
Writing	2016	47%
	Target	55%
Measurement & geometry	2016	28%
	Target	40%
Number & algebra	2016	40%
	Target	50%

Statistics & probability	2016	18%
	Target	30%
Science as a human endeavor	2016	15%
	Target	30%
Science inquiry skills	2016	13%
	Target	25%
Science understanding	2016	20%
	Target	25%

4. To increase Staff opinion survey results in the following components:

Component percentage endorsement - climate	2016	Target
Academic emphasis	84.4%	90%
Teacher collaboration	65%	88%
Collective focus on student learning	85%	90%
Staff trust in colleagues	80%	90%
Guaranteed & viable curriculum	75%	85%
Component percentage endorsement – Staff safety & wellbeing	2016	Target
Staff professional safety	40%	60%
Staff Safety and Wellbeing Consultation and Participation	15%	40%

	Improved rating from 'evolving' to 'embedding' of teaching practices and curriculum and assessment processes against the FISO Continuum																								
Key Improvement Strategy 1.a Building practice excellence	Develop an agreed and documented instructional model incorporating high-impact teaching strategies such as questioning, explicit teaching to learning intentions and success criteria and a common lesson structure.																								
Key Improvement Strategy 1.b Building practice excellence	Develop a curriculum plan that reflects the school's vision, priorities, values and pedagogical practices and identifies essential learning skills required for each grade level with a focus on writing.																								
Key Improvement Strategy 1.c Building practice excellence	Implement the PLC framework to embed a culture of continuous improvement focused on improving student learning outcomes.																								
Goal 2	Increase student voice, engagement and motivation																								
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3	12.15	10
4	11.10	9
5	10.86	9
6	7.55	7
P-6	10.48	8.5

Increase Parent Opinion Survey results in the following components:

Component mean	2016	Target
Stimulating learning	5.99	6.1
Classroom behaviour	4.04	4.5
Student motivation	6.04	6.2
School connectedness	5.82	6.0

Key Improvement Strategy 2.a
Intellectual engagement and self-awareness

To further strengthen teaching practices which purposefully engage and motivate students and offer opportunities for students to have a voice, take responsibility for, and contribute to, their own learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																		
To achieve high learning growth in literacy and numeracy for every student.	Yes	<p>1. Improve relative growth in literacy and numeracy as measured by NAPLAN grade 3 to 5</p> <table border="1" data-bbox="846 624 1615 1230"> <thead> <tr> <th></th> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td rowspan="2">G&P</td> <td>2016</td> <td>18.2%</td> <td>36.4%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>10%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>2016</td> <td>0%</td> <td>54.5%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>0%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Reading</td> <td>2016</td> <td>9.1%</td> <td>45.5%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>5%</td> <td>45%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Spelling</td> <td>2016</td> <td>18.2%</td> <td>36.4%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>10%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Writing</td> <td>2016</td> <td>9.1%</td> <td>45.5%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>5%</td> <td>45%</td> <td>50%</td> </tr> </tbody> </table> <p>1. To increase the percentage of students in the top two bands in NAPLAN</p>			Low	Medium	High	G&P	2016	18.2%	36.4%	45.5%	Target	10%	40%	50%	Numeracy	2016	0%	54.5%	45.5%	Target	0%	50%	50%	Reading	2016	9.1%	45.5%	45.5%	Target	5%	45%	50%	Spelling	2016	18.2%	36.4%	45.5%	Target	10%	40%	50%	Writing	2016	9.1%	45.5%	45.5%	Target	5%	45%	50%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students achieving 'high relative growth' in NAPLAN (based on average data 2014 - 2018) Writing: 25% (4 year ave. 29%, 2018 13%)</p> <p>Reduce the number of students achieving 'low growth' in NAPLAN Writing: 15% (2018 - 27%)</p> <p>To increase the percentage of students achieving the highest levels of achievement according to Teacher Judgements (A&B) Writing: Target 55%</p>
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Goal 1	To achieve high learning growth in literacy and numeracy for every student.
12 Month Target 1.1	<p>Increase the percentage of students achieving 'high relative growth' in NAPLAN (based on average data 2014 - 2018) Writing: 25% (4 year ave. 29%, 2018 13%)</p> <p>Reduce the number of students achieving 'low growth' in NAPLAN Writing: 15% (2018 - 27%)</p> <p>To increase the percentage of students achieving the highest levels of achievement according to Teacher Judgements (A&B)</p>

	Writing: Target 55%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop an agreed and documented instructional model incorporating high-impact teaching strategies such as questioning, explicit teaching to learning intentions and success criteria and a common lesson structure.	Yes
KIS 2 Building practice excellence	Develop a curriculum plan that reflects the school's vision, priorities, values and pedagogical practices and identifies essential learning skills required for each grade level with a focus on writing.	Yes
KIS 3 Building practice excellence	Implement the PLC framework to embed a culture of continuous improvement focused on improving student learning outcomes.	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.	We have looked at the data sets and reading is tracking well. However writing was highlighted as an area of concern. The school developed an Instructional Model for Literacy over 2018. It was decided that the area of writing needs more work in terms of ensuring that a common approach across the grades was in place. Furthermore, looking at the NAPLAN data reveals good support for children in the bottom and middle bands of achievement, but more work needs to be done for the students in the top bands of achievement.	

Define Actions, Outcomes and Activities

Goal 1	To achieve high learning growth in literacy and numeracy for every student.
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KIS 1 Building practice excellence	Develop an agreed and documented instructional model incorporating high-impact teaching strategies such as questioning, explicit teaching to learning intentions and success criteria and a common lesson structure.
Actions	<p>Workforce Planning Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership</p> <p>Strategic Resource Management Review and where appropriate, allocate resources to this area of work Ensure a strong line of sight between the AIP and PDPs of all staff.</p> <p>Professional Learning Design a professional learning plan that aims to: <ul style="list-style-type: none"> - Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Writing - Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Writing - Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve writing outcomes through collaborative planning and assessment practices, including moderation. </p> <p>Monitoring using the Improvement Cycle</p>

	<ul style="list-style-type: none"> - Utilise SPOT and FISO to monitor progress throughout the year - Utilise the improvement cycle to monitor student learning growth - Establish routine processes and procedures to enable disciplined use of the Improvement Cycle - Ensure solutions to challenges and barriers and collaboratively discussed with stakeholders - Ensure professional learning for staff is embedded in the approach to implementation - Use data and evidence to monitor progress and adjust strategies as required.
Outcomes	<p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways • discuss their progress during conferencing and explain how this supports their learning • provide regular feedback in a variety of ways to teachers about the effectiveness of their practice. <p>TEACHERS:</p> <ul style="list-style-type: none"> • demonstrate a deep knowledge of how writing skills develop in early childhood through to adolescence • plan and implement lessons that include 'multiple exposures' to new knowledge • provide opportunities for students to record and present concepts to peers in multiple ways • conduct conferences to support students to discuss their progress and identify their next learning goal • work collaboratively with colleagues in teams to moderate common assessment tasks and develop consistent teacher judgement outcomes • analyse student data to reflect and review the impact of their practice on learning outcomes • identify and adopt differentiated pedagogical practices that meet the learning needs of their students. <p>LEADERS</p> <ul style="list-style-type: none"> • provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks • support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children • model the use of the school's instructional model as a framework for the professional learning presented to staff in the school • facilitate and support collaborative practices across the school.
Success Indicators	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators: Staff, student or parent surveys i.e. School Staff Survey, AtoSS Improvements in SSS Teaching and Learning Practice Improvement elements. For example, increase the belief that peer feedback</p>

and peer observation improves practice. Also SSS Climate element: G&V Curriculum. Develop shared agreements on our approach to writing.

Teaching and learning programs, i.e. term/ semester/year teaching and learning programs, lesson plans, learning resources

Classroom observations, i.e. lesson observation notes, student survey data, peer observation notes

Reflection and feedback i.e. student perception surveys, student conference notes, teacher student records, parent feedback

Student assessment and learning i.e. assessment plans and schedules, assessment tools, diagnostic instruments, data walls

Collaboration and communication i.e. video clip of team teaching, co-constructed resources, common assessment tasks, meeting logs, community engagement notes

Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Workforce Planning</p> <p>Using the SRP planner, review and finalise the current workforce plan with a view to strengthening professional practice through shared instructional leadership. This includes the employment of a teacher to focus on student intervention and training ES staff.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,846.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Strategic Resource Management</p> <p>Develop a suite of opportunities and resources that staff may access using the professional practice days. For example, visiting other schools, attending PL and purchase of resources.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$360.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Strategic Resource Management</p> <p>Develop agreed common goals for staff PDPs.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$360.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Audit of current practice</p> <ul style="list-style-type: none"> - Learning walks (in pairs) - Collaborate with partner about what was seen and report back to staff - HITS (self-evaluation using continuum) 	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$1,440.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Evaluate Data from learning walks and HITS (whole staff) Identify non-negotiable for and during writing sessions (What we must have in a writing block. For example: Do we have an agreed resource? Do we mandate an hour each day?)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review current Instructional Model for Writing. What are the missing elements?	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Design a Professional Learning program to address needs of staff for writing.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement Professional Learning through Meeting Schedule. Allocate delivery of PL. Accountability through PDPs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Development and implement a schedule of Learning Walks, PL (onsite and offsite) and school visits.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Report the findings of each Learning Walk to the staff. What did we see? Feedback on Instructional Model and HITS.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Evaluate impact of this Key Improvement Strategy in preparation for 2020 AIP. Do we stay with literacy? What is the data telling us?	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Develop a curriculum plan that reflects the school's vision, priorities, values and pedagogical practices and identifies essential learning skills required for each grade level with a focus on writing.			
Actions	<p>Workforce Planning Review the current workforce plan to ensure level of instructional leadership exists to support this work</p> <p>Strategic Resource Management Review and where appropriate, allocate resources to this area of work Ensure a strong line of sight between the AIP and PDPs of all staff</p> <p>Professional Learning Design a professional learning plan that aims to: - Develop teacher understanding of the Victorian Curriculum. - Develop an agreed approach to teach writing across the school. - Develop teacher knowledge and capacity to implement the agreed approach. - Develop teacher knowledge and capacity to collaboratively plan and assessment practices</p> <p>Monitoring using the Improvement Cycle Utilise SPOT and FISO to monitor progress throughout the year Utilise the improvement cycle to monitor student learning growth Establish routine processes and procedures to enable disciplined use of the Improvement Cycle Ensure solutions to challenges and barriers and collaboratively discussed with stakeholders Ensure professional learning for staff is embedded in the approach to implementation Use data and evidence to monitor progress and adjust strategies as required.</p>			
Outcomes	<p>Leaders: Use current research and use the Improvement Cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback to and support to build collective efficacy Identify and target areas of PL to build collective efficacy</p> <p>Teachers:</p>			

	<p>Refer to the curriculum documents when planning and deliver the agreed essential learning. Moderate samples of student writing Explicitly addressing the learning needs for each cohort of children. Upload assessment results to the Accelerus Data Tracker and use the data for planning</p> <p>Students Can articulate the purpose and audience of their writing Self-monitor their progress and provide evidence they believe demonstrates the achievement of their goals</p>			
Success Indicators	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators: Staff surveys in the areas of Guaranteed and Viable Curriculum Teaching and learning programs, i.e. term/ semester/year teaching and learning programs, lesson plans, learning resources Classroom observations, i.e. lesson observation notes, video clips of practice, student survey data, peer observation notes Reflection and feedback i.e. student perception surveys, student conference notes, teacher student records, parent feedback Student assessment and learning i.e. assessment plans and schedules, assessment tools, diagnostic instruments, data walls Collaboration and communication i.e. video clip of team teaching, co-constructed resources, common assessment tasks, meeting logs, community engagement notes Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish School Improvement Team.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Incorporate writing curriculum plan into the meeting schedule. Timetable in conjunction with KIS 1.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$360.00 <input type="checkbox"/> Equity funding will be used

Develop agreed common goals for staff PDPs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Audit current school curriculum documents and collect samples from other schools.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$720.00 <input type="checkbox"/> Equity funding will be used
Evaluate curriculum documents.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$720.00 <input type="checkbox"/> Equity funding will be used
Create draft Skipton curriculum documents for writing. Include year overview, links to Victorian Curriculum, assessment and key elements such as participation in a Writers Festival.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,440.00 <input type="checkbox"/> Equity funding will be used
Present to staff for feedback.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a moderation kit with annotated samples for each level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,440.00 <input type="checkbox"/> Equity funding will be used

<p>Review for 2020 AIP. Is it user-friendly? Will it be used? Can we expand the document to other Key Learning Areas?</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Design a professional learning plan that aim to: - develop understanding of Victorian Curriculum - develop an agreed approach to writing - devise a document that enables capacity to implement the agreed writing curriculum</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,440.00 <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	\$28,846.00	\$12,249.90
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$28,846.00	\$12,249.90

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Workforce Planning Using the SRP planner, review and finalise the current workforce plan with a view to strengthening professional practice through shared instructional leadership. This includes the employment of a teacher to focus on student intervention and training ES staff.	from: Term 1 to: Term 4		\$20,846.00	\$10,000.00
Development and implement a schedule of Learning Walks, PL (onsite and offsite) and school visits.	from: Term 2 to: Term 4		\$8,000.00	\$2,249.90
Totals			\$28,846.00	\$12,249.90

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Totals	\$0.00	\$0.00
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Strategic Resource Management Develop a suite of opportunities and resources that staff may access using the professional practice days. For example, visiting other schools, attending PL and purchase of resources.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Audit of current practice - Learning walks (in pairs) - Collaborate with partner about what was seen and report back to staff - HITS (self-evaluation using continuum)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<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"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Development and implement a schedule of Learning Walks, PL (onsite and offsite) and school visits.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	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"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Trudi O'Callaghan for NAPLAN writing.	<input checked="" type="checkbox"/> Off-site Visits to schools. Also on site.
Design a professional learning plan that aim to: - develop understanding of Victorian Curriculum	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - develop an agreed approach to writing - devise a document that enables capacity to implement the agreed writing curriculum 	<input checked="" type="checkbox"/> School Improvement Team	to: Term 3	<input checked="" type="checkbox"/> Curriculum development			
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