

2019 Annual Implementation Plan

for improving student outcomes

Croydon Hills Primary School (5255)



Submitted for review by Carol Wyatt (School Principal) on 12 December, 2018 at 03:21 PM
Endorsed by Jennifer Small (Senior Education Improvement Leader) on 19 February, 2019 at 03:42 PM
Endorsed by Sian Jamison (School Council President) on 25 February, 2019 at 08:33 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>Data from 2018 demonstrates excellent growth in many areas with the Panoramic Report putting us in the Renew Phase. Our Attitudes to School Survey results were very pleasing with the Panoramic Report putting us in the Influential phase. Reading and Numeracy are in the Renew Phase. Results from NAPLAN were also very pleasing with increasing percentages of students in the top two bands and overall good relative growth from years 3 to 5. Results in overall Teacher Judgments for students making 12 months growth in 2018 compared to 2017 are:</p> <p>Reading - Maintained Writing - Slightly decreased by 2% Statistic and Probability - Increased by 2% Measurement - Maintained Number - Maintained</p>
Considerations for 2019	Continue to build on Positive Education in line with Network Priorities to support well being programs (Resilience Project, character strengths, Restorative Practices, staff well being).

	<p>Use High Impact Teaching Strategies in classrooms Further develop Peer Observation Process, Learning Specialists and Leading Teachers to work with a group of teachers across the school to incorporate peer Coaching Develop PLT capacity for reviewing data to inform team planning and develop shared responsibility for student achievement Improve student voice and agency Continue to focus on student achievement where all students deemed capable make at least 12 months progress</p>
Documents that support this plan	181022 SIT Minutes.docx (0.03 MB)

SSP Goals Targets and KIS

Goal 1	To optimise individual learning growth across all areas of the curriculum and for all levels of ability.																																																																																																											
Target 1.1	<ul style="list-style-type: none"> <p>Achievement Targets - NAPLAN Relative Growth – Year 3 to 5</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th colspan="2">2020</th> </tr> <tr> <th></th> <th>Low</th> <th>Med/High</th> <th>Low</th> <th>Med/High</th> <th>Low</th> <th>Med / High</th> <th>Low</th> <th>Med/High</th> </tr> </thead> <tbody> <tr> <td>Gram & Punc</td> <td>24.66</td> <td>75.34</td> <td>12</td> <td>88</td> <td>12</td> <td>88</td> <td>15</td> <td>85</td> </tr> <tr> <td>Numeracy</td> <td>22.22</td> <td>77.78</td> <td>21</td> <td>79</td> <td>15</td> <td>85</td> <td>10</td> <td>90</td> </tr> <tr> <td>Reading</td> <td>21.92</td> <td>78.08</td> <td>20</td> <td>80</td> <td>16</td> <td>84</td> <td>15</td> <td>85</td> </tr> <tr> <td>Spelling</td> <td>24.66</td> <td>75.34</td> <td>22</td> <td>78</td> <td>20</td> <td>80</td> <td>15</td> <td>85</td> </tr> <tr> <td>Writing</td> <td>23.29</td> <td>76.71</td> <td>22</td> <td>78</td> <td>20</td> <td>80</td> <td>18</td> <td>82</td> </tr> </tbody> </table> <p>NAPLAN - Increase % in top two bands in trend data</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th colspan="2">2020</th> </tr> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> <th>Year 3</th> <th>Year 5</th> <th>Year 3</th> <th>Year 5</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Gram & Punc</td> <td>70</td> <td>29</td> <td>67</td> <td>56</td> <td>71</td> <td>60</td> <td>70</td> <td>48</td> </tr> <tr> <td>Numeracy</td> <td>64</td> <td>35</td> <td>66</td> <td>43</td> <td>66</td> <td>46</td> <td>50</td> <td>50</td> </tr> </tbody> </table> 										2017		2018		2019		2020			Low	Med/High	Low	Med/High	Low	Med / High	Low	Med/High	Gram & Punc	24.66	75.34	12	88	12	88	15	85	Numeracy	22.22	77.78	21	79	15	85	10	90	Reading	21.92	78.08	20	80	16	84	15	85	Spelling	24.66	75.34	22	78	20	80	15	85	Writing	23.29	76.71	22	78	20	80	18	82		2017		2018		2019		2020			Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Gram & Punc	70	29	67	56	71	60	70	48	Numeracy	64	35	66	43	66	46	50	50
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Victorian Curriculum Teacher Judgements - Percentage of students deemed capable making 12 months progress

	2017	2018 S1	2018 S2	2019 S1	2019 S2
Reading	94.1	96	90.5		
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Speaking & Listening	97.5	98	98.7		
Number	95.9	97	96.5		
Measurement	97.3	98	96.8		

Staff Survey – Principal/Teacher components -% endorsement

	2017	2018	2019	2020
Professional Learning - Feedback	83	85	85	80
School Climate- Collective Efficiency	84	86	90	95
Teacher Collaboration	82	84	85	85

<p>Target 1.2</p>	<p>To increase percentages of students deemed capable making at least 12 months progress.</p> <p>To decrease percentage of students making low growth in the relative growth in NAPLAN. - see table above</p> <p>Gram & Punc- low 12, med/high 88</p> <p>Numeracy- low 15, med/high 85</p> <p>Reading- low 16, med/high 84</p> <p>Spelling -low 20, med/high 80</p> <p>Writing- low 20, med/high 80</p> <p>To increase percentages of students in the top 2 bands in NAPLAN - see above table</p> <p>Grammar & Punc - Yr 3-71, Yr5-60</p> <p>Numeracy - Yr 3-70, Yr 5-49</p> <p>Reading - Yr 3-81, Yr 5-64</p> <p>Spelling - Yr 3-60, Yr 5-39</p> <p>Grammar & Punc - Yr 3-71, Yr 5-24</p> <p>To increase positive endorsement in staff survey for</p> <p>Professional Learning feedback - 85%</p> <p>School Climate - Collective Efficiency- 90%</p>

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Key Improvement Strategy 2.a Health and wellbeing	Implement a number of strategies to improve teacher-student and student-student relationships across the school				

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																									
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Staff Survey – Principal/Teacher components -% endorsement

	2017	2018	2019	2020

to 35%

Increase the accuracy percentage between NAPLAN and Teacher Judgements from 70% to 75% (Panorama Report data)

Increase the percentage of students making more than 12 month growth in all 3 strands in Numeracy in Essential Assessment.

NAPLAN - Year 3 Reading
Maintain the % of students in the top two bands (77%)

NAPLAN - Year 5 Reading
Increase the % of students in the top two bands from 59% to 64%

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		School Leadership (overall score)	77	75	75	75	

Goal 1	To optimise individual learning growth across all areas of the curriculum and for all levels of ability.
12 Month Target 1.1	<p>Staff Survey and Student Survey components of teaching and learning</p> <p>NAPLAN - Year 3 Numeracy - Maintain percentage of students in the top 2 bands (66%)</p> <p>NAPLAN - Year 5 Numeracy - Increase percentage of students in the top 2 bands (46%)</p> <p>Increase percentage of students making high gain in Numeracy (Year 3 to Year 5) from 33% to 35%</p> <p>Increase the accuracy percentage between NAPLAN and Teacher Judgements from 70% to 75% (Panorama Report data)</p> <p>Increase the percentage of students making more than 12 month growth in all 3 strands in Numeracy in Essential Assessment.</p> <p>NAPLAN - Year 3 Reading Maintain the % of students in the top two bands (77%)</p> <p>NAPLAN - Year 5 Reading Increase the % of students in the top two bands from 59% to 64%</p> <p>NAPLAN - Reading Increase the % of students making high growth in reading from 28% to 35%</p>
12 Month Target 1.2	To increase positive endorsement of staff in Staff Survey - Professional Learning to 89%, School Climate -Collective Efficiency to 90%, Teacher Collaboration to %89

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to implement a consistent approach to the teaching of numeracy and to make more accurate teacher judgements.	Yes
KIS 2 Building practice excellence	Embed our instructional model for reading across the school.	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.	<p>There are inconsistencies across the school in how teachers are assessing students outcomes in maths. The teacher judgments (when compared to NAPLAN data) accuracy was lower compared to state, network and similar schools. Diagnosis re: maths instructional model. This requires review and update; our instructional model was implemented in 2015 and our NAPLAN data has stagnated. Renewed effort/focus on a consistent approach is required.</p> <p>Work on developing an instructional reading model was introduced in 2018 and needs to continue to be embedded across the school</p>	
Goal 2	To create a stimulating learning environment where there are increased opportunities to maximise the social, emotional and cognitive engagement of all students.	
12 Month Target 2.1	<p>Maintain positive endorsement from students in the Attitudes to School Survey in Advocate at school, Student motivation and Interest, Stimulating learning, Learning Confidence, Effective Teaching Time, Student Voice and Agency and Resilience.</p> <p>Increase % of positive endorsement in Staff survey in Instructional Leadership, Visibility and Overall school leadership, with particular emphasis on Visibility.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Implement a number of strategies to improve teacher-student and student-student relationships across the school	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.

Positive Education was introduced in 2018 through Professional Learning by external and internal presenters. The work started in 2018 needs to be embedded in 2019.
Student Voice and Agency showed significant improvement in 2018 in the Student Attitude to School Survey. We need to look further at our Student Leadership Model.
Positive Education is a focus for the region.

Define Actions, Outcomes and Activities

Goal 1	To optimise individual learning growth across all areas of the curriculum and for all levels of ability.
12 Month Target 1.1	<p>Staff Survey and Student Survey components of teaching and learning</p> <p>NAPLAN - Year 3 Numeracy - Maintain percentage of students in the top 2 bands (66%)</p> <p>NAPLAN - Year 5 Numeracy - Increase percentage of students in the top 2 bands (46%)</p> <p>Increase percentage of students making high gain in Numeracy (Year 3 to Year 5) from 33% to 35%</p> <p>Increase the accuracy percentage between NAPLAN and Teacher Judgements from 70% to 75% (Panorama Report data)</p> <p>Increase the percentage of students making more than 12 month growth in all 3 strands in Numeracy in Essential Assessment.</p> <p>NAPLAN - Year 3 Reading Maintain the % of students in the top two bands (77%)</p> <p>NAPLAN - Year 5 Reading Increase the % of students in the top two bands from 59% to 64%</p> <p>NAPLAN - Reading Increase the % of students making high growth in reading from 28% to 35%</p>
12 Month Target 1.2	To increase positive endorsement of staff in Staff Survey - Professional Learning to 89%, School Climate -Collective Efficiency to 90%, Teacher Collaboration to %89
KIS 1 Building practice excellence	Build teacher capacity to implement a consistent approach to the teaching of numeracy and to make more accurate teacher judgements.
Actions	<ul style="list-style-type: none"> * Develop teacher capacity and understanding of the whole school Instructional Model for maths. * Mentor, support/coach new or inexperienced staff to ensure consistency of the instructional model in all classrooms. * Implement Professional Learning for staff on maths teaching strategies and assessment through the DET Maths Toolkit (Numeracy Portal).

	<ul style="list-style-type: none"> * Develop teacher knowledge and capacity to effectively use and analyse student assessment data. * Develop teacher capacity to work as effective teams to plan units of work, based on student needs. * Develop student capacity to provide increased voice/agency towards their learning through formative assessment and feedback.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - develop growth mindsets and a positive approach towards maths; demonstrating persistence with tasks and high levels of engagement. - be able to articulate their personal learning goals for maths. - explain their mathematical thinking and reasoning. - describe their preferred problem solving strategies for a task. - be able to discuss strategies they are using to help them achieve maths goals. - use self and peer assessments to track their own learning goals. - describe how feedback from teachers helps them to become better mathematicians. <p>Teachers will:</p> <ul style="list-style-type: none"> - have successfully implemented PL into classroom practice to teach maths using whole school Instructional Model. - ensure engaging warm ups and meaningful reflections are used in all lessons. - effectively manage Essential Assessment based on PL to set individual, targeted learning tasks and assessments. - use student learning data from a range of sources to effectively plan teaching program. - have embedded individual conferencing and focus groups within maths lessons for targeted teaching. - provide specific and timely feedback to students in relation to their learning goals. - regularly collect and analyse maths data (individual and team-based). - have developed their understanding and capacity to use the DET Numeracy Toolkit. - improve accuracy of teacher judgments through moderation. <p>Leaders will:</p> <ul style="list-style-type: none"> - achieve and reflect upon 12-month targets as set out in the Maths Action Plan. - review end-year documentation of maths Instructional Model to ensure it is accessible and easy to understand for staff. - have confidence in teacher capacity to accurately assess students in maths. - provide specific and constructive feedback to teachers through peer observation/coaching program. - review AIP targets to measure success across the year.
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Documentation of the Maths Instructional Model and staff PL. - NAPLAN results; improved outcomes meeting KIS targets. - Teacher judgments; percentage of students achieving at/above expected level. - Essential Assessment outcomes; student growth/progress over a 12 month period.

- PAT-M; student growth/progress over a 12 month period.
- Peer Observations/Peer Coaching; evidence of sharing of agreed approach and best practice across the school.
- Staff, parents and students survey feedback; comparison of feedback and evidence of student understanding of the Instructional Model.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and update whole school Instructional Model for maths (incorporating HITS) - complete and share with staff.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan and facilitate Monday night PL sessions on maths over the course of the year, including: - Instructional Model - Lesson Structure - Essential Assessment - Embedment of HITS - Numeracy Toolkit - Assessment Practices/Teacher Judgments (Numeracy Leaders to attend BASTOW Leading Mathematics course)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Implement Peer Observations to monitor Instructional Model and use of HITS in maths lessons.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team <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
Review and analyse whole school maths data to improve accuracy of teacher judgments, including NAPLAN results and Essential Assessment.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Review whole school planning documents and assessment procedures to develop consistency of understanding across the school.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team <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
KIS 2 Building practice excellence	Embed our instructional model for reading across the school.			
Actions	Document and embed the school instructional model for reading, incorporating the HITS. Consolidate teacher knowledge of the reading workshop and the gradual release of responsibility model. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in reading. Build teacher understanding of formative assessment strategies and use of data to guide instruction in reading. Develop teacher knowledge and capacity to work as effective teams, to improve reading outcomes through collaborative planning and assessment practices.			
Outcomes	Students will: -Describe their role and the teacher's role within each stage of the reading workshop. -Be able to articulate class learning goals for reading. -Be able to articulate their personal learning goals for reading. -Be able to articulate strategies they are using to help them achieve reading goals. Teachers will: -Implement the reading workshop and use the gradual release of responsibility in their classrooms. -Make learning goals explicit in every lesson. -Set individual learning goals with students through conferring -Plan for small group instruction to target specific needs. -Monitor student progress towards goals using a range of formative assessment strategies			

	<ul style="list-style-type: none"> -Regularly record reading goals and evidence of achievement for each student. -Provide specific and timely feedback to students in relation to their learning goals -Regularly collect and analyse reading data (individually and in collaboration with colleagues) -Participate in peer observations, with a specific focus on the HITS within the reading workshop. <p>Leaders will:</p> <ul style="list-style-type: none"> -Lead professional learning sessions relating to HITS and teaching strategies for reading. -Provide feedback to teachers through peer observations. -See individual learning goals in teacher notes and evidence of differentiation in work programs. -Facilitate discussions around reading data and formative assessment strategies. -Provide specific feedback to teachers through peer observations and coaching. 			
Success Indicators	<p>Documentation of our instructional model for reading Teaching and learning programs (term planning documents and teacher work programs) Peer observation notes Teacher records (conference notes, small group notes) Staff, parent and student survey feedback Student interviews on reading Professional Learning Plan</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Documentation of our instructional approach for reading - completed and shared with staff	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan and facilitate Monday night PL sessions on reading (with a focus on HITS, and formative assessment strategies). Use the DET Literacy Toolkit for support. Staff members on literacy team x2 to complete Leading Literacy for Networks through Bastow.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Share "Literacy Data and Assessment @ CHPS" document with staff. This outlines formative assessment strategies for reading	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

which should be incorporated into team planning documents and implemented in all classrooms across the school.	<input checked="" type="checkbox"/> PLT Leaders		to: Term 1	<input type="checkbox"/> Equity funding will be used
Grammar PL with David Hornsby	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To create a stimulating learning environment where there are increased opportunities to maximise the social, emotional and cognitive engagement of all students.			
12 Month Target 2.1	<p>Maintain positive endorsement from students in the Attitudes to School Survey in Advocate at school, Student motivation and Interest, Stimulating learning, Learning Confidence, Effective Teaching Time, Student Voice and Agency and Resilience.</p> <p>Increase % of positive endorsement in Staff survey in Instructional Leadership, Visibility and Overall school leadership, with particular emphasis on Visibility.</p>			
KIS 1 Health and wellbeing	Implement a number of strategies to improve teacher-student and student-student relationships across the school			
Actions	<p>The school will:</p> <p>Develop teacher capacity and understanding to:</p> <ul style="list-style-type: none"> - use Restorative Practice in their classroom - embed Positive Education in their everyday teaching practice - embed character strengths within the classroom - include explicit opportunities for relationship development in weekly planning documents 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Facilitate professional development for staff to develop capacity relating to Positive Education - Facilitate professional development for staff to develop capacity relating to Restorative Practice - Facilitate professional development for staff to develop capacity relating to Character Strengths - Support teachers to plan high-quality learning experiences 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - Build positive relationships which reinforce each students' self-worth, strengths and abilities. - Ensure teaching of social and emotional skills is embedded in weekly planning, including the first eight days. These learning activities should be aligned with Positive Education teaching practices, advocated by Justin Robinson, to build and strengthen relationships with and between students. - Continue to embed The Resilience Project lessons in classrooms - Regularly provide strength-based feedback to students. - Identify their own character strengths and how this can help their own personal development - Consistently implement Restorative practice, including the use of effective 'I' statements. - Facilitate regular proactive community circles. - Facilitate restorative chats as needed - Understand that the school values staff wellbeing as well as student wellbeing. <p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate increased resilience and empathy. - Identify their own character strengths - Begin to understand their own and others' character strengths. - Use 'I' statements when involved in restorative chats - Participate in proactive circles - Participate in responsive restorative circles. - Develop their social and emotional skills through learning activities. - Participate in sessions and workshops run by the School Wellbeing Officer if required. 			
Success Indicators	<p>Student Attitude to School Data Staff Opinion Survey Local student feedback surveys (term reflections) Level planning documents that include positive education-based learning activities Individual weekly planners that cover explicit development of relationships</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Positive Education Curriculum Day for all staff - 1st Day of the Year Professional Learning for staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,594.00 <input type="checkbox"/> Equity funding will be used

Restorative Practice PL with all staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Facilitate a parent forum for The Resilience Project with Martin Heppell	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,130.00 <input checked="" 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	\$5,530.00	\$5,530.00
Additional Equity funding	\$39,619.00	\$14,970.00
Grand Total	\$45,149.00	\$20,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Restorative Practice PL with all staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,400.00	\$2,400.00
Facilitate a parent forum for The Resilience Project with Martin Heppell	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Other Parent Information session	\$3,130.00	\$3,130.00
Totals			\$5,530.00	\$5,530.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Learning Support Program -Teacher	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$39,619.00	\$14,970.00

	to: Term 4			
Totals			\$39,619.00	\$14,970.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review and update whole school Instructional Model for maths (incorporating HITS) - complete and share with staff.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Plan and facilitate Monday night PL sessions on maths over the course of the year, including: - Instructional Model - Lesson Structure - Essential Assessment - Embedment of HITS - Numeracy Toolkit - Assessment Practices/Teacher Judgments (Numeracy Leaders to attend BASTOW Leading Mathematics course)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Implement Peer Observations to monitor Instructional Model and use of HITS in maths lessons.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
Review and analyse whole school maths data to improve accuracy of teacher judgments, including NAPLAN results and Essential Assessment.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Documentation of our instructional approach for reading - completed and shared with staff	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Plan and facilitate Monday night PL sessions on reading (with a focus on HITS, and formative assessment strategies). Use the DET Literacy Toolkit for support. Staff members on literacy team x2 to complete Leading Literacy for Networks through Bastow.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Share "Literacy Data and Assessment @ CHPS" document with staff. This outlines formative assessment strategies for reading which should be incorporated into team planning documents and implemented in all classrooms across the school.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Grammar PL with David Hornsby	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants David Hornsby	<input checked="" type="checkbox"/> On-site
Positive Education Curriculum Day for all staff - 1st Day of the Year Professional Learning for staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Chris Hedder	<input checked="" type="checkbox"/> Off-site Melbourne Convention Centre
Restorative Practice PL with all staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Restorative practices	<input checked="" type="checkbox"/> On-site