

# 2020 Annual Implementation Plan

## for improving student outcomes

Whittlesea Primary School (2090)



Submitted for review by Ty Hoggins (School Principal) on 10 February, 2020 at 10:50 PM  
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 11 February, 2020 at 07:20 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	<p>The school has identified a continuing need to improve in the area of excellence in teaching and learning. After periods of strong outcome in Positive Climates for Learning, there is still work to be done to move through the continuum for Excellence in Teaching and Learning. In completing the self-assessment it has become evident that there is a need to develop PLCs @ WPS to enable progression in key areas. The work commenced in 2019 around instructional models and curriculum reform will bring about growth in key areas in 2020. As some of this work was unfinished at the end of 2019, it requires further focus this year.</p> <p>Within Positive Climates for learning, there was progression in student leadership as a result of 2019 AIP actions. While there is a feel that new initiatives are bringing significant value, this has yet to translate to significant growth in attitudinal data. Through consistency in the SWPBS approach and further establishment of the house system and avenues for student agency and voice this data is anticipated to improve.</p>
<b>Considerations for 2020</b>	<p>A strong emphasis around the work of teams and PLC structures will be evident. We have been accepted into the DET training course for Professional Learning Communities and this will be a significant improvement in how we collectively meet the needs of our students. More targeted and structured coaching and observations will be implemented to ensure all</p>

	teachers are developing their practice, relating to key HITS and Practice Principles which will drive this work. The Excellence in Teaching and Learning priority will account for a significant proportion of the actions in this upcoming AIP. In the past, work relating to Positive Climate for Learning required significant time and resources, but this work is now in a consolidation phase.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To develop and implement a school-based professional learning program that supports the school's identified improvement strategies, leading to improved student outcomes
<b>Target 1.1</b>	<p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• Fully implemented 'Professional Learning Plan' which supports the school's identified improvement strategies.</li> </ul> <p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• 100% of staff will have completed formal training in school wide well-being approaches.</li> </ul> <p>Staff Opinion Survey: Professional Learning Module</p> <ul style="list-style-type: none"> <li>• By the end of the strategic period, measurements above state mean for the following components:             <ul style="list-style-type: none"> <li>- Renewal of knowledge and skills</li> <li>- Active participation</li> <li>- Feedback</li> </ul> </li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop a professional learning strategy linked to FISO, High Impact Teaching Strategies (HITS) and school strategic documents.
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Leadership Team are active in the leadership of Communities of Practice to share knowledge and maximize access for all staff to quality professional learning

<b>Key Improvement Strategy 1.c</b> Building leadership teams	Implement succession planning actions through the systematic development of staff capabilities and the recruitment of specific skill sets to deliver school improvement
<b>Goal 2</b>	To embed student agency and high expectations across all areas of learning so that all students develop greater pride and connectedness to school, for themselves and their peers.
<b>Target 2.1</b>	<p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• Develop and implement a whole school student learning goals program that covers both academic and social/behavioural outcomes.</li> </ul> <p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• Increase opportunities for student led activities and participation both within and outside the classroom</li> </ul> <p>Attitudes to School: Learning Confidence</p> <ul style="list-style-type: none"> <li>• Learning confidence is at or above state mean for years 4-6.</li> </ul> <p>Attitudes to School: Classroom Behaviour and Student Safety</p> <ul style="list-style-type: none"> <li>• Increase levels for classroom behaviour and student safety to at or above the state mean factor score</li> </ul> <p>Attitudes to School: Connectedness to School and Stimulating Learning</p> <ul style="list-style-type: none"> <li>• Increase measures for connectedness to school and stimulating learning to at or above state mean.</li> </ul>

<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Embed effective F-6 wellbeing initiatives and student behaviour management approaches across F-6
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Design, implement and review student leadership development programs
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Expand the house system to foster student leadership and active agency opportunities
<b>Key Improvement Strategy 2.d</b> Empowering students and building school pride	Embed student feedback mechanisms to promote positive attitudes and actions through self-efficacy
<b>Goal 3</b>	To broaden and deepen consistent teacher pedagogy to improve student engagement and learning
<b>Target 3.1</b>	<p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• Increase the use of external measurement data to plan for growth for every student in literacy</li> </ul> <p>Learning Gain: Victorian Curriculum teacher judgements in English</p> <ul style="list-style-type: none"> <li>• 40% of students achieving above / well above expected level for writing and speaking and listening.</li> </ul> <p>Learning Gain: NAPLAN</p>

	<ul style="list-style-type: none"> <li>• Increase the percentage of students experiencing high relative growth to at or above 25% for reading and writing</li> <li>• Decrease the percentage of students experiencing low relative growth to at or below 25% for reading and writing</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Develop the use of evidence based models of instructional practice, through data, peer observation, coaching and moderation for consistent implementation across the school
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Develop a consistent whole school assessment strategy for Literacy and Numeracy



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To develop and implement a school-based professional learning program that supports the school's identified improvement strategies, leading to improved student outcomes</p>	<p>Yes</p>	<p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• Fully implemented 'Professional Learning Plan' which supports the school's identified improvement strategies.</li> </ul> <p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• 100% of staff will have completed formal training in school wide well-being approaches.</li> </ul> <p>Staff Opinion Survey: Professional Learning Module</p> <ul style="list-style-type: none"> <li>• By the end of the strategic period, measurements above state mean for the following components:               <ul style="list-style-type: none"> <li>- Renewal of knowledge and skills</li> <li>- Active participation</li> <li>- Feedback</li> </ul> </li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Fully implemented 'Professional Learning Plan' which supports the school's identified improvement strategies            100% of staff will have completed formal training in school wide well-being approaches.            Measurements above state mean for the following components:            - Renewal of knowledge and skills            - Active participation            - Feedback</p>

<p>To embed student agency and high expectations across all areas of learning so that all students develop greater pride and connectedness to school, for themselves and their peers.</p>	<p>Yes</p>	<p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• Develop and implement a whole school student learning goals program that covers both academic and social/behavioural outcomes.</li> </ul> <p>Improvement Outcome:</p> <ul style="list-style-type: none"> <li>• Increase opportunities for student led activities and participation both within and outside the classroom</li> </ul> <p>Attitudes to School: Learning Confidence</p> <ul style="list-style-type: none"> <li>• Learning confidence is at or above state mean for years 4-6.</li> </ul> <p>Attitudes to School: Classroom Behaviour and Student Safety</p> <ul style="list-style-type: none"> <li>• Increase levels for classroom behaviour and student safety to at or above the state mean factor score</li> </ul> <p>Attitudes to School: Connectedness to School and Stimulating Learning</p> <ul style="list-style-type: none"> <li>• Increase measures for connectedness to school and stimulating learning to at or above state mean.</li> </ul>	<p>Attitudes to School: Learning Confidence Learning confidence is at or above state mean for years 4-6.</p> <p>Attitudes to School: Classroom Behaviour and Student Safety Increase levels for classroom behaviour and student safety to at or above the state mean factor score</p> <p>Attitudes to School: Connectedness to School and Stimulating Learning Increase measures for connectedness to school and stimulating learning to at or above state mean.</p>
<p>To broaden and deepen consistent teacher pedagogy to improve student engagement and learning</p>	<p>Yes</p>	<p>Improvement Outcome:</p>	<p>Learning Gain: Victorian Curriculum teacher judgements in English 40% of students achieving above / well</p>

		<ul style="list-style-type: none"> <li>• Increase the use of external measurement data to plan for growth for every student in literacy</li> </ul> <p>Learning Gain: Victorian Curriculum teacher judgements in English</p> <ul style="list-style-type: none"> <li>• 40% of students achieving above / well above expected level for writing and speaking and listening.</li> </ul> <p>Learning Gain: NAPLAN</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students experiencing high relative growth to at or above 25% for reading and writing</li> <li>• Decrease the percentage of students experiencing low relative growth to at or below 25% for reading and writing</li> </ul>	<p>above expected level for writing and speaking and listening.</p> <p>Learning Gain: NAPLAN Increase the percentage of students experiencing high relative growth to at or above 25% for reading and writing Decrease the percentage of students experiencing low relative growth to at or below 25% for reading and writing</p>
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<b>Goal 1</b>	To develop and implement a school-based professional learning program that supports the school's identified improvement strategies, leading to improved student outcomes
<b>12 Month Target 1.1</b>	<p>Fully implemented 'Professional Learning Plan' which supports the school's identified improvement strategies 100% of staff will have completed formal training in school wide well-being approaches. Measurements above state mean for the following components:</p> <ul style="list-style-type: none"> <li>- Renewal of knowledge and skills</li> <li>- Active participation</li> </ul>

	- Feedback	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop a professional learning strategy linked to FISO, High Impact Teaching Strategies (HITS) and school strategic documents.	Yes
<b>KIS 2</b> Instructional and shared leadership	Leadership Team are active in the leadership of Communities of Practice to share knowledge and maximize access for all staff to quality professional learning	No
<b>KIS 3</b> Building leadership teams	Implement succession planning actions through the systematic development of staff capabilities and the recruitment of specific skill sets to deliver school improvement	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 are striving towards strategic targets relating to strong school based professional learning programs for improved student outcomes. While coaching has been a regular part of the PL program this has been ad hoc and it's success has relied on the individuals conducting the work. A more formalised coaching program with clear school wide focuses relating to the HITS and Practice Principles should lead to improvements in student outcomes. Our recent data still shows that the growth through middle and upper primary in reading particularly is below state average. A rich professional learning program based upon the strategies shown to make the most difference has been prioritised.	
<b>Goal 2</b>	To embed student agency and high expectations across all areas of learning so that all students develop greater pride and connectedness to school, for themselves and their peers.	
<b>12 Month Target 2.1</b>	<p>Attitudes to School: Learning Confidence Learning confidence is at or above state mean for years 4-6.</p> <p>Attitudes to School: Classroom Behaviour and Student Safety Increase levels for classroom behaviour and student safety to at or above the state mean factor score</p> <p>Attitudes to School: Connectedness to School and Stimulating Learning</p>	

	Increase measures for connectedness to school and stimulating learning to at or above state mean.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	Embed effective F-6 wellbeing initiatives and student behaviour management approaches across F-6	Yes
<b>KIS 2</b> Empowering students and building school pride	Design, implement and review student leadership development programs	No
<b>KIS 3</b> Empowering students and building school pride	Expand the house system to foster student leadership and active agency opportunities	No
<b>KIS 4</b> Empowering students and building school pride	Embed student feedback mechanisms to promote positive attitudes and actions through self-efficacy	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The SWPBS initiative has been introduced and continues to improve climates for learning at Whittlesea Primary School. There are still outcomes to be achieved to complete this implementation with fidelity. There is also work to be followed through in relation to student leadership and more formalised and rich feedback mechanisms to enhance student agency and voice. There is a greater need to establish purposeful strategies to allow students more input in what and how they learn. Attitudinal data has shown some improvement in key areas, but remains an area for improvement.	
<b>Goal 3</b>	To broaden and deepen consistent teacher pedagogy to improve student engagement and learning	
<b>12 Month Target 3.1</b>	Learning Gain: Victorian Curriculum teacher judgements in English 40% of students achieving above / well above expected	

	<p>level for writing and speaking and listening.</p> <p>Learning Gain: NAPLAN  Increase the percentage of students experiencing high relative growth to at or above 25% for reading and writing  Decrease the percentage of students experiencing low relative growth to at or below 25% for reading and writing</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop the use of evidence based models of instructional practice, through data, peer observation, coaching and moderation for consistent implementation across the school	Yes
<b>KIS 2</b> Building practice excellence	Develop a consistent whole school assessment strategy for Literacy and Numeracy	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.	<p>A significant piece of work at Whittlesea Primary School has been the establishment of a consistent instructional model for reading. This is partially implemented and is a key outcome that stretches across 2019 and 2020. The next phase will be the development of a writing model through the same collaborative approach. These instructional models will coincide with the introduction of improved curriculum documentation in the form of Literacy and Inquiry Plans that detail and make clear the pedagogical approach and expectations at Whittlesea Primary School.</p> <p>As mentioned earlier, coaching and collaboration will be key areas for improvement in 2020. 61% of our school staff were positive in regard to collective efficacy in comparison to 69% for the similar school group. Our school actually has 78% of staff positive in regard to professional learning through peer observations, significantly higher than the 58% of similar schools. Unfortunately though, only 58% of staff discuss problems of practice compared to 77% for the similar school group - further reinforcing the need for a coaching program established through clear protocols, processes and relationships.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To develop and implement a school-based professional learning program that supports the school's identified improvement strategies, leading to improved student outcomes
<b>12 Month Target 1.1</b>	Fully implemented 'Professional Learning Plan' which supports the school's identified improvement strategies 100% of staff will have completed formal training in school wide well-being approaches. Measurements above state mean for the following components: - Renewal of knowledge and skills - Active participation - Feedback
<b>KIS 1</b> Building practice excellence	Develop a professional learning strategy linked to FISO, High Impact Teaching Strategies (HITS) and school strategic documents.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implement a phased continuum for school-wide focuses relating to HITS and Practice Principles.</li> <li>- Clear alignment of PDP, Coaching and Peer Observation programs around school-wide core instructional focuses</li> <li>- Establishment of PLC structures</li> <li>- Engagement with experts in literacy and numeracy to complement whole school approaches</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Experience teaching personalised to their needs</li> <li>- Access learning that supports the learning intention, is at their level and engaging</li> <li>- Be assessed accurately against the curriculum</li> <li>- Achieve expected growth in all aspects of learning</li> <li>- Develop confidence in their learning through personalised learning goals based on accurate achievement data</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Develop skills in leading rich literacy lessons consistent with an instructional model</li> <li>- Become highly proficient across a range of high impact strategies</li> <li>- Collaborate and add to the development of new approaches to teaching</li> <li>- Have greater clarity in the what (curriculum) and how (instructional practice)</li> </ul>

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Understand the development needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices for literacy</li> <li>- Become knowledgeable in the PLC structures and be able to lead peers through the inquiry cycle for improved teaching and learning</li> <li>- Embrace a shared responsibility for delivering professional learning and developing the practice of others</li> <li>- Develop new skills in coaching peers utilising an agreed protocol</li> </ul>			
<b>Success Indicators</b>	<p>Staff Survey - all areas pertaining to curriculum, leadership and climate.  Student achievement data  Student Attitude Survey - relating to the learning program  Staff performance and development plans - OneNote portfolios  Coaching Portfolios with completed template reflections and actions  School derived student voice tools - Panorama tool</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Design a series of Professional Learning phases to address highest needs in instructional practice through the targeting of particular HITS and Practice Principles across the year.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00  <input type="checkbox"/> Equity funding will be used
Design a school-wide coaching program involving protocols, templates and structures for all coaching relationships	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00  <input type="checkbox"/> Equity funding will be used
Schedule coaching cycles across the staff, consistent with the professional learning core phases for 2020	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$33,000.00  <input checked="" type="checkbox"/> Equity funding will be used



Review and modify the school's collegial observation program for alignment with coaching protocols	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct regular coaching cycles with classroom teachers through the lens of core school phases and personalised needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement PLC structures across all year level and specialist teams	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Engage with Narissa Leung as a consultant to support the schools improvement in literacy	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage Peter Sullivan to deliver whole school professional learning in mathematics	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To embed student agency and high expectations across all areas of learning so that all students develop greater pride and connectedness to school, for themselves and their peers.			

<p><b>12 Month Target 2.1</b></p>	<p>Attitudes to School: Learning Confidence Learning confidence is at or above state mean for years 4-6.</p> <p>Attitudes to School: Classroom Behaviour and Student Safety Increase levels for classroom behaviour and student safety to at or above the state mean factor score</p> <p>Attitudes to School: Connectedness to School and Stimulating Learning Increase measures for connectedness to school and stimulating learning to at or above state mean.</p>
<p><b>KIS 1</b> Setting expectations and promoting inclusion</p>	<p>Embed effective F-6 wellbeing initiatives and student behaviour management approaches across F-6</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Review of recently implemented processes, procedures and policies supporting the SWPBS program, with modifications as necessary</li> <li>- Alignment of Respectful Relationships and PATHS curriculums with required explicit teaching of school expectations</li> <li>- Implement Berry Street training for a lead group with whole school PL opportunities through the leadership group</li> <li>- Develop a greater understanding of SWPBS across the wider community through regular and varied correspondence</li> </ul>
<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Achieve outcomes from across the SWPBS behaviour and learning matrices, respectful relationships program and PATHS curriculum</li> <li>- Develop a greater understanding of the school expectations and take a more active role in the development of a safe and supportive environment</li> <li>- Develop a rich understanding of the school's expectations and a trust in the consistency and integrity of the school's approach to behaviour management and promotion of desired behaviours and positive culture.</li> <li>- Be more empathetic and empowered to embrace diversity</li> <li>- Experience more predictable responses to behaviours</li> <li>- Utilise strategies and supports to self-manage and regulate their behaviours to return to homeostasis.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Develop greater responsibility and confidence in enacting school based processes around positive behaviour supports</li> </ul>

	<ul style="list-style-type: none"> <li>- Develop a greater understanding of trauma informed practice</li> <li>- Teach the SWPBS matrix ,Respectful Relationships and PATHS programs explicitly and reinforce positive behaviours using golden tickets and house points</li> <li>- Develop a greater understanding of how all the elements of the SWPBS framework come together as a whole school approach</li> <li>- Develop a mindset that consequence and punitive punishment doesn't teach the behaviour we want to see.</li> <li>- Work in collaboration with families, professionals and school staff to cater for individual student needs.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Support the review of current documentation and draw on best practice to improve school approaches</li> <li>- Lead in the integration of Respectful Relationships and PATHS and how they align with SWPBS</li> <li>- Implement the entire SWPBS approach as outlined in policy and through the program manual</li> <li>- Guide teachers in developing individual and group interventions, particularly the development of positive behaviour support plans</li> <li>- Provide ongoing support in classrooms with major behaviours as identified in SWPBS documents</li> </ul>			
<b>Success Indicators</b>	<p>Staff Survey - all areas pertaining to curriculum, leadership and climate.  Student achievement data  Student Attitude Survey - relating to the climate  Parent survey  School derived student voice tools - Panorama tool</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Review of recently implemented processes, procedures and policies supporting the SWPBS program, with modifications as necessary	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a wellbeing curriculum that incorporates respectful relationships, SWPBS and PATHS	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Lead school based professional learning based upon the completed modules of the Berry Street Model	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop and implement communication strategies to improve the understanding of WPS parents in relation to SWPBS, involving forums / workshops, regular communication through the newsletter and more	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Introduce additional tools to allow students the ability to give feedback on classroom and school wide programs and operations such as the Panorama tool.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Embed student feedback mechanisms to promote positive attitudes and actions through self-efficacy			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Investigate, plan and deliver initiatives that allow students frequent opportunities to inform future learning</li> <li>- Introduce innovative feedback tools that provide immediate information to teachers</li> <li>- Student leadership in co-constructing learning programs and authentic input into how they will be assessed.</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Feel empowered in directing their own learning</li> <li>- Have greater ownership over learning goals and the achievement of these</li> <li>- Feel a greater connectedness to school and a sense of partnership in learning</li> <li>- Achieve greater learning outcomes</li> <li>- See learning as being more relevant</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Have a greater understanding of how students perceive their programs and effectiveness</li> <li>- View learning as a partnership and be open to co-constructing future planning</li> <li>- Be more reflective of their practice and plan and deliver more personalised programs</li> <li>- Become proficient in new tools to actively seek and understand student opinion</li> </ul> <p>Leaders will:</p>			

	<ul style="list-style-type: none"> <li>- Model a culture of seeking student input on school wide improvement</li> <li>- Collate and interpret whole school feedback data to understand the climate across the student group</li> <li>- Support teachers to plan actively with students</li> </ul>			
<b>Success Indicators</b>	<p>Staff Survey  Student achievement data  Student Attitude Survey - relating to the learning program  Staff performance and development plans - OneNote portfolios  Coaching Portfolios with completed template reflections and actions  School derived student voice tools - Panorama tool</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Investigate and plan for initiatives that allow students frequent opportunities to inform future learning	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Implement initiatives that allow students frequent opportunities to inform future learning	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Pilot the use of innovative feedback technology such as Plickr to allow students the ability to provide on demand feedback to teachers.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Develop and introduce processes for student engagement in teacher team planning and whole school leadership teams	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

Develop and introduce processes for student engagement in co-construction of assessment in learning, formalised through the introduction of a curriculum support document	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To broaden and deepen consistent teacher pedagogy to improve student engagement and learning			
<b>12 Month Target 3.1</b>	<p>Learning Gain: Victorian Curriculum teacher judgements in English 40% of students achieving above / well above expected level for writing and speaking and listening.</p> <p>Learning Gain: NAPLAN Increase the percentage of students experiencing high relative growth to at or above 25% for reading and writing Decrease the percentage of students experiencing low relative growth to at or below 25% for reading and writing</p>			
<b>KIS 1</b> Building practice excellence	Develop the use of evidence based models of instructional practice, through data, peer observation, coaching and moderation for consistent implementation across the school			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Fully implement the recently developed reading instructional model</li> <li>- Audit existing documentation pertaining to expectations, non-negotiables relating to instruction across the KLAs</li> <li>- Publish and embed into practice a clear and concise Literacy Plan which encompasses the instructional approach in reading and writing at Whittlesea Primary School</li> <li>- Publish and embed into practice a clear and concise Inquiry Plan which details the school's based to sequenced, yet personalised inquiry.</li> <li>- Link coaching and peer observation programs to the core school focuses for 2020, referencing the developed school wide documentation as the standard norm.</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Experience teaching personalised to their needs</li> <li>- Be assessed accurately against the curriculum</li> <li>- Develop literacy skills</li> <li>- Develop confidence in their learning through personalised learning goals based on accurate achievement data</li> </ul>			

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Develop skills in leading rich literacy lessons consistent with an instructional model</li> <li>- Have greater clarity in curriculum direction, particularly in assessment and cohort data analysis</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Understand the development needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices for literacy</li> <li>- Support and facilitate the development of concise and workable curriculum documentation</li> </ul>			
<b>Success Indicators</b>	<p>Staff Survey - all areas pertaining to curriculum, leadership and climate.  Student achievement data - NAPLAN and teacher judgement  School based assessment including PAT Tool  Student Attitude Survey - relating to the learning program  Staff performance and development plans - OneNote portfolios  Coaching Portfolios with completed template reflections and actions  School derived student voice tools - Panorama tool</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Full implementation of the reading instructional model through professional learning with Narissa Leung, targeted coaching and peer observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Audit existing documentation including expectations and non-negotiables relating to instruction across the KLAs	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Compile all existing literacy documentation into one comprehensive 'Literacy Plan' and distribute to all staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$300.00  <input type="checkbox"/> Equity funding will be used
Implement the use of the literacy plan as a key document to drive all team planning and PLC discussions	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
- Publish and embed into practice a clear and concise Inquiry Plan which details the school's based to sequenced, yet personalised inquiry.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$300.00  <input type="checkbox"/> Equity funding will be used
Development of coaching and peer observation programs which align support the implementation of the instructional models	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop through deep collaboration an updated writing instructional model adapting the existing workshop model	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <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	\$51,500.00	\$50,500.00
Additional Equity funding	\$55,000.00	\$55,000.00
<b>Grand Total</b>	<b>\$106,500.00</b>	<b>\$105,500.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule coaching cycles across the staff, consistent with the professional learning core phases for 2020	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets	\$33,000.00	\$33,000.00
Engage with Narissa Leung as a consultant to support the schools improvement in literacy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$7,500.00	\$7,500.00
Engage Peter Sullivan to deliver whole school professional learning in mathematics	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Develop and implement communication strategies to improve the understanding of WPS parents in relation to SWPBS, involving forums / workshops, regular communication through the newsletter and more	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$1,000.00	\$0.00

Introduce additional tools to allow students the ability to give feedback on classroom and school wide programs and operations such as the Panorama tool.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Assets	\$2,000.00	\$2,000.00
Full implementation of the reading instructional model through professional learning with Narissa Leung, targeted coaching and peer observations	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
<b>Totals</b>			\$51,500.00	\$50,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Wellbeing leadership	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$55,000.00	\$55,000.00
<b>Totals</b>			\$55,000.00	\$55,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Design a series of Professional Learning phases to address highest needs in instructional practice through the targeting of particular HITS and Practice Principles across the year.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants AITSL resources <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Design a school-wide coaching program involving protocols, templates and structures for all coaching relationships	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Full implementation of the reading instructional model through professional learning with Narissa Leung, targeted coaching and peer observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Narissa Leung	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal				<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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