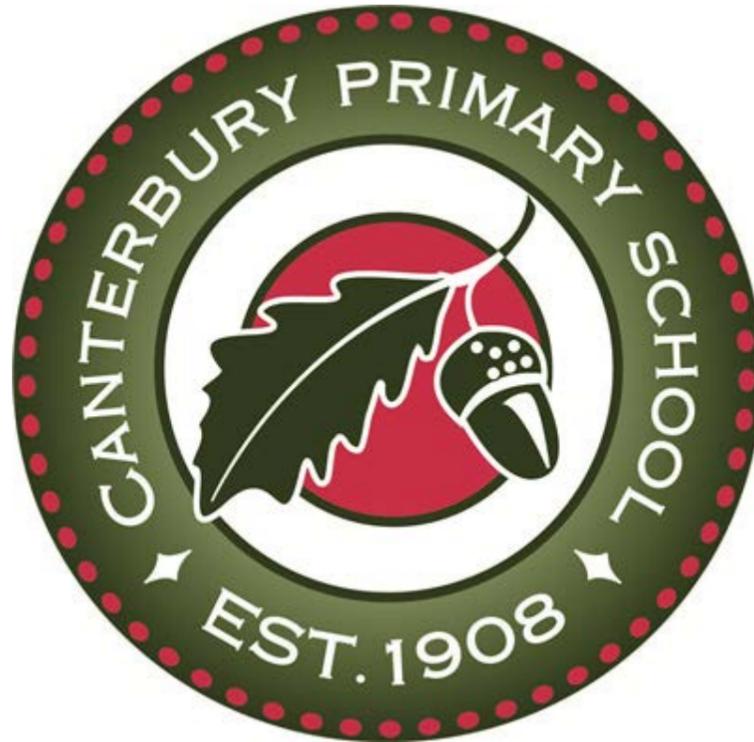# 2019 Annual Implementation Plan

for improving student outcomes

Canterbury Primary School (3572)

Submitted for review by David Wells (School Principal) on 12 December, 2018 at 06:39 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 13 December, 2018 at 12:50 PM
Endorsed by Eve Mitsopoulos (School Council President) on 17 December, 2018 at 07:14 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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

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

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

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

Enter your reflective comments	The aim of the 2018 AIP has been on developing consistency in teacher practice across the school in planning, instruction and assessment with strong consideration for student voice and agency, and deep learning experiences. A partnership with Corwin has involved high quality professional learning around the Visible Learning research. A thorough analysis of practice through the School Capability report delivered by Corwin identified improving teacher clarity as a priority area. High Impact Teaching strategies around teacher clarity (setting goals, explicit teaching and feedback) and a consistent approach to setting learning intentions and success criteria aimed to develop assessment capable learners through enhanced understanding of where they are at, where they are going and what their next steps are. The role of the two Learning Specialists was to model practice around these High Impact Teaching strategies through lesson observations attended by teams of teachers who would then reflect

	together facilitated by the Instructional Coach. Teaching teams work collaboratively to analyse a range of data in weekly sessions with the Instructional Coach, identifying and developing interventions. Targeted professional learning for all staff in reading comprehension, spelling, Science and maths has ensured greater consistency in instructional approaches and assessment. There has been continued improvement in achievement data. Student engagement in contextualised and relevant learning experiences has improved, acknowledged by significant improvement in the Attitudes to School survey results placing the school in the fourth quartile in all measures and above the 90th percentile in most areas. Leadership development continues to be a strength. Staff are provided with opportunities for leadership and are supported through coaching, mentoring and relevant Bastow courses. The success of this approach is evidenced through the number of promotions achieved by staff this year.
Considerations for 2019	- Implementation of the DET Pedagogical Model - Continued improvement in teacher clarity with a specific focus on feedback (teacher to student, student to teacher, student to student, teacher to teacher) to inform teaching. - Develop shared understanding and language about learner dispositions – what makes a good learner. Developed in consultation with students, staff and community. - Embed consistent approach to co-designing learning experiences (student voice, agency and Deep Learning) - Develop and embed a school-wide assessment schedule and processes around formative assessment including a focus on developing assessment capable learners - Embed consistent practices around teaching of spelling and vocabulary - Maintain reading comprehension instruction and independent reading improvement. - Develop and implement a peer observation process targeting problems of practice - Enhance and expand student leadership program across the school - Improve student wellbeing through explicit and consistent practices (anti-bullying, cyber safety, restorative practices and individual Learning Plans) - Enhance intercultural understandings and application across the school - Improve school to community communication strategy
Documents that support this plan	

SSP Goals Target and KIS

Goal 1	To ensure high levels of learning growth for every student in English, mathematics and science.
Target 1.1	• The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 35%. (2016 – Reading 12%, Writing 33%, Numeracy 15%, Spelling 14%, Grammar & punctuation 21%) • The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 15%. (2016– Reading 34%, Writing 16%, Numeracy 32%, Spelling 25%, Grammar and punctuation 35%) • Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following:

Domain	Year 3		Year 5	
	2016	**2020**	**2016**	**2020**
Reading	71%	80%	52%	70%
Writing	71%	80%	33%	50%
Numeracy	74%	80%	46%	60%
Spelling	76%	80%	48%	60%
Grammar & Punctuation	69%	75%	53%	60%

• Increase the percentage of students achieving above the expected standards (A &B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A)

• All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data (NAPLAN & teacher judgement)

The 2020 School staff survey data will demonstrate improvement in the following area:

School climate module	2016	2020
Guaranteed & viable curriculum	76.76	>85
Academic emphasis	73.75	>85
Staff trust in colleagues	83.09	>85
Teacher collaboration	71.89	>85
Collective focus on student learning	85.17	>85

Key Improvement Strategy 1.ay Curriculum planning and assessment	Build, document and implement a guaranteed and viable curriculum based on the Victorian Curriculum
Key Improvement Strategy 1.by Curriculum planning and assessment	Develop and refine an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and Science
Key Improvement Strategy 1.cy	Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning

Curriculum planning and assessment	
Goal 2	To improve student engagement by embedding student agency and voice in all aspects of learning
Target 2.1	• The Attitude to Schools survey variable means of the Teaching and Learning factors to be in at least the third quartile throughout the life of the strategic plan.

	2016 mean	**Quartile**	**2020 mean**
Learning confidence	4.10	2nd	>4.25
School connectedness	4.27	2nd	>4.45
Stimulating learning	4.05	2nd	>4.30
Student motivation	4.52	2nd	>4.60
Teacher effectiveness	4.22	1st	>4.45
Teacher empathy	4.21	1st	>4.45

• The School staff survey will demonstrate improvement in the following areas:

	2016 mean	**2020 mean**
Feedback	75.87	>80
Active participation	69.09	>80
Collective focus on student learning	85.17	>90
Setting Objectives and Providing Feedback	ND	>87.50

• The mean for the stimulating learning variable on the Parent Opinion survey to be 5.8 or greater and/or above the 50th percentile by 2020

Key Improvement Strategy 2.ay Building practice excellence	Develop a systematic approach to challenging goals and effective feedback for all students and teachers
Goal 3	To foster a positive learning culture for all students, staff, parents and community.
Target 3.1	• The Attitudes to School survey variable means of Student Safety, Student Distress and Student Morale are increased with results in at least the third quartile throughout the life of the strategic plan. • The mean for the Student Safety variable of the Parent Opinion survey to be at least 5.6.
Key Improvement Strategy 3.ay Setting expectations and promoting inclusion	Embed the school's mission, vision and values into the everyday work of 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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To ensure high levels of learning growth for every student in English, mathematics and science.	Yes	• The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 35%. (2016 – Reading 12%, Writing 33%, Numeracy 15%, Spelling 14%, Grammar & punctuation 21%) • The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 15%. (2016– Reading 34%, Writing 16%, Numeracy 32%, Spelling 25%, Grammar and punctuation 35%) • Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following:	The number of students achieving high relative growth in NAPLAN Reading and Writing assessment to be greater than 40% (2018 -39% Reading, 38% Writing). The number of students achieving high relative growth in NAPLAN Numeracy to be greater than 50% (2018 - 48%) The number of students achieving high relative growth in NAPLAN Spelling to be greater than 30% (2018- 27%) Increase the percentage of students achieving in the top two bands of NAPLAN literacy and numeracy to the following: - Year 3 - Writing 75% (2018- 72%), Numeracy 80% (2018 - 76%), Spelling 78% (2018 - 75%) - Year 5 - Writing 40% (2018 -29%), Spelling 57% (2018 - 54%) The 2019 School staff survey will demonstrate improvement in mean scores in the following areas: Teaching & learning - Practice Improvement module: - seek feedback to improve practice >75% (2018 - 52%) - Discuss problems of practice >75% (2018 - 54%) - Professional learning through peer observation >75% (2018 - 66%)

Domain	Year 3		Year 5	
	2016	2020	2016	2020
Reading	71%	80%	52%	70%
Writing	71%	80%	33%	50%
Numeracy	74%	80%	46%	60%
Spelling	76%	80%	48%	60%
Grammar & Punctuation	69%	75%	53%	60%

• Increase the percentage of students achieving above the expected standards (A &B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A)

• All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data (NAPLAN & teacher judgement)

The 2020 School staff survey data will demonstrate improvement in the following area:

School climate module	2016	2020
Guaranteed & viable curriculum	76.76	>85
Academic emphasis	73.75	>85
Staff trust in colleagues	83.09	>85
Teacher collaboration	71.89	>85
Collective focus on student learning	85.17	>85

To improve student engagement by embedding student agency and voice in all aspects of learning	Yes	• The Attitude to Schools survey variable means of the Teaching and Learning factors to be in at least the third quartile throughout the life of the strategic plan. 		**2016 mean**	**Quartile**	**2020 mean**
Learning confidence	4.10	2nd	>4.25
School connectedness	4.27	2nd	>4.45
Stimulating learning	4.05	2nd	>4.30
Student motivation	4.52	2nd	>4.60
Teacher effectiveness	4.22	1st	>4.45
Teacher empathy	4.21	1st	>4.45 | • The School staff survey will demonstrate improvement in the following areas: |	**2016 mean**	**2020 mean**
Feedback	75.87	>80
Active participation	69.09	>80
Collective focus on student learning	85.17	>90
Setting Objectives and Providing Feedback	ND	>87.50	 • The mean for the stimulating learning variable on the Parent Opinion survey to be 5.8 or greater and/or above the 50th percentile by 2020	The 2019 Attitudes to School survey results of the Effective Teaching Practice for Cognitive Engagement, Teacher-student relations, Learner Characteristics and Disposition and Social Engagement factors to be maintained in the fourth quartile and above the 85th percentile relative to all Victorian government schools. The positive endorsement for stimulating learning environment and effective teaching of the Student Cognitive Engagement domain (FISO: Excellence in Teaching an Learning) of the Parent Opinion survey to be above 90%
To foster a positive learning culture for all students, staff, parents and community.	Yes	• The Attitudes to School survey variable means of Student Safety, Student Distress and Student Morale are increased with results in at least the third quartile throughout the life of the strategic plan. • The mean for the Student Safety variable of the Parent Opinion survey to be at least 5.6.	The Attitudes to School survey results of the School Safety factors to be maintained above the 85th percentile relative to all Victorian government schools. The positive endorsement for all factors of the Safety domain (FISO: Positive climate for learning) of the Parent Opinion survey to be above 90%

Goal 1	To ensure high levels of learning growth for every student in English, mathematics and science.
12 Month Target 1.1	The number of students achieving high relative growth in NAPLAN Reading and Writing assessment to be greater than 40% (2018 -39% Reading, 38% Writing). The number of students achieving high relative growth in NAPLAN Numeracy to be greater than 50% (2018 - 48%) The number of students achieving high relative growth in NAPLAN Spelling to be greater than 30% (2018- 27%) Increase the percentage of students achieving in the top two bands of NAPLAN literacy and numeracy to the following: - Year 3 - Writing 75% (2018- 72%), Numeracy 80% (2018 - 76%), Spelling 78% (2018 - 75%) - Year 5 - Writing 40% (2018 -29%), Spelling 57% (2018 - 54%) The 2019 School staff survey will demonstrate improvement in mean scores in the following areas: Teaching & learning - Practice Improvement module: - seek feedback to improve practice >75% (2018 - 52%) - Discuss problems of practice >75% (2018 - 54%)

	- Professional learning through peer observation >75% (2018 - 66%)	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build, document and implement a guaranteed and viable curriculum based on the Victorian Curriculum	No
KIS 2 Curriculum planning and assessment	Develop and refine an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and Science	Yes
KIS 3 Curriculum planning and assessment	Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning	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.	Research indicates that the quality of teaching is a key determinant of variation in student achievement. Working to reduce the in school variation - both instructional and student engagement - through collaborative approaches to teaching and learning develops collective responsibility and improved student outcomes. The appointment of two Learning Specialists modelling high impact teaching strategies and the methodical use of student outcomes data to evaluate the impact of teaching on student achievement has provided greater consistency in practice across the school. The implementation of an agreed research-based instructional model provides a framework for consistency ensuring sustained and continuous improvement. Well-developed moderation processes across curriculum areas and a formalised assessment schedule further enhance teacher consistency. Engaging teachers in high quality professional learning is the most successful way to improve teacher effectiveness. Effective professional learning is relevant, engaging, evidence-based, embedded in teaching practice and cohesively aligned with priority areas for school improvement. Staff survey results indicated a need to develop a structured approach to peer observations, discussing problems of practice and giving and receiving feedback for improvement.	

Goal 2	To improve student engagement by embedding student agency and voice in all aspects of learning	
12 Month Target 2.1	The 2019 Attitudes to School survey results of the Effective Teaching Practice for Cognitive Engagement, Teacher-student relations, Learner Characteristics and Disposition and Social Engagement factors to be maintained in the fourth quartile and above the 85th percentile relative to all Victorian government schools. The positive endorsement for stimulating learning environment and effective teaching of the Student Cognitive Engagement domain (FISO: Excellence in Teaching an Learning) of the Parent Opinion survey to be above 90%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop a systematic approach to challenging goals and effective feedback for all students and teachers	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 independent Visible Learning School Capability report analysis of teaching and learning across the school, conducted by Corwin consultant group, identified teacher clarity as a priority area for development. The implementation of a formalised and consistent approach to setting goals and enabling students to track their learning progress will continue the strong work the school has been undertaking in developing student voice and agency and empowering students as partners in their learning through co-designing learning experiences. Developing assessment capable learners is enhanced through consistent formative assessment and effective feedback. Students can effectively monitor their own learning progress when they know where they are at, where they are going and what their next steps are.	

Goal 3	To foster a positive learning culture for all students, staff, parents and community.	
12 Month Target 3.1	The Attitudes to School survey results of the School Safety factors to be maintained above the 85th percentile relative to all Victorian government schools. The positive endorsement for all factors of the Safety domain (FISO: Positive climate for learning) of the Parent Opinion survey to be above 90%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Embed the school's mission, vision and values into the everyday work of the school	Yes

Setting expectations and promoting inclusion	
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.	Establishing links and build relationships with a broad range of people and organisations enhances learning opportunities for students, teachers and community. These relationships provide access to expertise, facilities, resources, support and services that can enrich learning. School/family partnerships are based on trust and mutual respect and support the school's mission, vision and values. They have the greatest impact when they are focused on student learning and wellbeing and underpinned by student voice and agency. An explicit focus on school values, gratitude and resilience will continue to enhance a positive learning community. Educating the community around student safety including bullying issues and cyber safety is a high priority Developing global citizenship and intercultural understandings builds student's awareness of diversity and interconnectedness with people and environments around the world. Providing real-life intercultural experiences deepens students' understanding of the world, their place in it and the contributions they can make to a global society. Opportunity to further enhance global partnerships and developing broad intercultural understandings will be a key priority in 2019.

Define Actions, Outcomes and Activities

Goal 1	To ensure high levels of learning growth for every student in English, mathematics and science.
12 Month Target 1.1	The number of students achieving high relative growth in NAPLAN Reading and Writing assessment to be greater than 40% (2018 -39% Reading, 38% Writing).

The number of students achieving high relative growth in NAPLAN Numeracy to be greater than 50% (2018 - 48%)

The number of students achieving high relative growth in NAPLAN Spelling to be greater than 30% (2018- 27%)

Increase the percentage of students achieving in the top two bands of NAPLAN literacy and numeracy to the following:
- Year 3 - Writing 75% (2018- 72%), Numeracy 80% (2018 - 76%), Spelling 78% (2018 - 75%)
- Year 5 - Writing 40% (2018 -29%), Spelling 57% (2018 - 54%)

The 2019 School staff survey will demonstrate improvement in mean scores in the following areas:
Teaching & learning - Practice Improvement module:
  - seek feedback to improve practice >75% (2018 - 52%)
  - Discuss problems of practice >75% (2018 - 54%)
  - Professional learning through peer observation >75% (2018 - 66%) |
| **KIS 1**
Curriculum planning and assessment | Develop and refine an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and Science |
| **Actions** | Implement and embed the CPS Instructional Framework incorporating DET Pedagogical Model, existing CPS instructional models and elements of the Deep Learning design model

Develop and implement a peer observation process targeting problems of practice

Develop explicit approaches to planning, revising and editing writing

Embed consistent practices around teaching of spelling and vocabulary

Maintain reading comprehension instruction and independent reading improvement.

Develop curriculum and pedagogy leadership opportunities for sustainability |
| **Outcomes** | Students will:
- include a richer vocabulary evidenced in writing and speaking and listening tasks
 - implement and articulate strategies to improve spelling
 - read daily for pleasure
 - articulate their thinking and reasoning based on their understanding of reading comprehension strategies eg making text to text connections
- regularly confer with their teacher about their reading

Teachers will:
- Structure learning consistent with school developed pedagogical model (DET Pedagogical model, Deep Learning design rubric)
- regularly undertake peer observation or observation of Learning Specialist lessons, and engage in feedback and reflection on teaching practice
   around problems of practice
 - collaboratively plan and deliver vocabulary instruction across curriculum areas
 - use the spelling scope and sequence to plan and deliver differentiated spelling programs
- explicitly teach reading comprehension strategies as part of their reading workshops
 - incorporate independent reading daily, including targeted and recorded (written records) 1:1 conferencing with students
 - provide students with access to relevant, appropriate and varied texts for Independent Reading

School Leaders will:
- Lead School Improvement Team (SIT) to strategically implement initiatives
 - conduct regular observations of practice in classrooms using the peer observation model to compare change in practice over the year |

Canterbury Primary School (3572) - 2019 - AIP - Actions Outcomes and Activities
Page 2

	- model, coach and mentor staff, and evaluate peer observation process targeting problems of practice and feedback (Learning Specialists) - Provide targeted staff with opportunities to lead curriculum and pedagogy initiatives supported by structured coaching and professional learning.

Success Indicators	- Planning documents aligned to pedagogical model
	- Increased understanding of pedagogical practices that support students' growth
	- Student achievement data - Spelling, Writing, Reading, Speaking & Listening
	- peer observations, identification and feedback on problems of practice evident in PDP documentation including end-cycle evaluations of practice
	  improvement
	- Staff opinion survey improvement in Teaching and Learning - Practice improvement module components of:
	          - seek feedback to improve practice
	          - discuss problems of practice
	          - professional learning through peer observation

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide school based professional learning on planning, editing and revising writing - 6+1 Traits of Writing, Mentor Texts	☑ Literacy Leader ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Unpack CPS Spelling Continuum for consistency of understanding and language- elements of spelling, morphology, etymology, phonology, graphology - through school based professional learning Professional learning on Spelling provided by external expert consultant	☑ Literacy Leader ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Annual planning day document (whole school planner) to be updated to include project/content specific vocabulary and spelling sequence Planning days to be facilitated by Assistant Principal for consistency	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
School-based professional learning (PD, teaching observations) on understanding the Fountas & Pinnell continuum to track progress and set goals New staff induction processes to include F&P implementation, independent reading and comprehension strategies	☑ Assistant Principal ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Refine and expand all Maths continua to include curriculum elaborations and mental strategies Professional Learning to develop explicit teaching of mental strategies in mathematics	☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop consistent understandings and application of Science Inquiry cycle through professional learning	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop an instructional framework based on the Victorian Teaching and Learning Model Professional learning to build understandings of elements of the instructional framework	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop and document a formal process for peer observation and feedback. Implement formal processes including modelling of expectations	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1	$0.00

			to: Term 3	☐ Equity funding will be used
identify and appoint staff to leadership positions - Literacy Leader, Numeracy Leader, STEM Leader, Community Partnerships, Teaching team leaders Provide professional learning opportunities to build leadership capacity - in-school mentoring and Bastow courses	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning
Actions	Develop and embed a school-wide assessment schedule Improve processes around formative assessment Develop assessment capable learners. Develop consistency in assessment of student achievement through moderation and data analysis to diagnose student learning needs and plan for teaching Research progressive/ dynamic reporting
Outcomes	Students will: - work at point of need (ZPD) - create work samples to upload to Compass to build an ongoing picture of their learning progress - discuss their learning and next steps with teachers - self-evaluate,monitor and articulate their learning progress identifying where they're at, where they are going and what their next steps are. Teachers will: -design authentic assessments to reflect the learning program and objectives -evaluate the impact of teaching on learning by analysing multiple sources of data -use assessment data to diagnose student learning needs and plan for learning -analyse student achievement data to improve their practice -use a range of assessment resources, including digital resources, to assess student progress -work collaboratively in teaching teams and AIP teams to ensure assessment is consistent across the school -collaboratively develop assessment strategies that measure progress of students learning against achievement standards -use a range of formative and summative assessment strategies (in line with assessment schedule and needs of students) -participate in collaborative moderation activities and identify students' next learning steps -participate and lead discussions in data analysis sessions -use common assessment tasks and professional conversations to refine teacher judgement to reduce variability across the school Leaders will: -create the conditions for staff to be able to collaboratively moderate student work and data sets -facilitate high level data discussions -monitor use of assessment schedule to ensure consistency -monitor Individual Learning Plan implementation
Success Indicators	- school wide assessment schedule implementation - improvement in learning growth against Victorian curriculum standards and NAPLAN

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reading comprehension common assessment task developed (informed by F&P), implemented, moderated and shared via compass	☑ Literacy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 3	$0.00 ☐ Equity funding will be used

			to: Term 3	
Writing common assessment task (Persuasive) developed, implemented, and moderated	☑ Literacy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Refine whole school zoning assessments for consistency to accurately identify ZPD New staff induction processes to include zoning program	☑ Assistant Principal ☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Statistics & Probability (Data) common assessment task developed, implemented, moderated and shared via Compass	☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop whole school common assessment tasks for Science Understandings (Physical sciences, Chemical Sciences and Earth & Space) for moderation and sharing via Compass	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 4	$0.00 ☐ Equity funding will be used
Refine and implement assessment schedule to include common assessment tasks	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional development focussed on formative assessment processes and techniques - in-school and consultant provided	☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ Equity funding will be used
Visible Learning professional development program (year 2) delivered by Corwin consultants: - Inside Series - Feedback (January 30) - Inside Series - Assessment Capable Learners (July 15) - School Capability Assessment Visit and Report (February 28) - Evidence in Action x 2	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 3	$40,000.00 ☐ Equity funding will be used
Research and develop a process for dynamic/ progressive reporting through Compass Seek parent feedback and input into reporting through parent forums run by Education Committee	☑ Assistant Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To improve student engagement by embedding student agency and voice in all aspects of learning
12 Month Target 2.1	The 2019 Attitudes to School survey results of the Effective Teaching Practice for Cognitive Engagement, Teacher-student relations, Learner Characteristics and Disposition and Social Engagement factors to be maintained in the fourth quartile and above the 85th percentile relative to all Victorian government schools. The positive endorsement for stimulating learning environment and effective teaching of the Student Cognitive Engagement domain (FISO: Excellence in Teaching an Learning) of the Parent Opinion survey to be above 90%
KIS 1	Develop a systematic approach to challenging goals and effective feedback for all students and teachers

Building practice excellence	
Actions	Improve teacher clarity with a specific focus on feedback (teacher to student, student to teacher, student to student, teacher to teacher) and learning progressions to inform teaching Develop shared understanding and language about learner dispositions (what makes a good learner) developed in consultation with students, staff and community Embed consistent approach to co-designing learning experiences (student voice, agency, leadership and deep learning) Develop and implement learning progressions for different skill sets in STEM education including sewing, woodwork, coding and robotics
Outcomes	Students will: -have a clear understanding of teacher expectations in order to produce high quality work -participate in peer feedback -participate in feedback to teachers about learning, goals, achievement, classroom climate and practice -have agency over their own learning through participating in shared curriculum planning Teachers will: -ensure all students understand the standard expected of them (ie explicitly model work to be achieved) -collaborate with students to identify appropriate goals to progress their learning -structure learning to support students to achieve goals and assist students to take ownership of their learning by identifying strategies that support them to attain learning goals -include students in curriculum and assessment planning -prepare resources (rubrics, checklists etc) to facilitate peer feedback -provide feedback to students that articulates progress as well as next steps in learning -use a range of tools to receive regular student feedback on learning, achievement, goals, classroom climate and practice -support students to self-evaluate, building the skills to monitor, review and reflect on their progress -participate in peer observations providing feedback for improvement -continually monitor, self-assess and reflect on own changes to practice (through coaching and mentoring and classroom observations) School Leaders will: -model giving and receiving feedback -provide the conditions for effective professional learning targeted to whole school and teacher need -provide staff with a coherent and sequenced professional learning plan for 2019
Success Indicators	- School Capability Assessment report (second year) indicating improvement from baseline data - Effective feedback and The Visible learner strands of Visible Learning (Corwin) - Increased and targeted Individual Learning Plans (ILPs) - relevant goals

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use F&P continuum to inform student goal setting in reading conferences	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Research and develop STEM learning progressions through consulting experts	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Engage Corwin to deliver professional Learning on Feedback Model effective feedback	☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Provide forums for input from students, staff and parents around developing learning behaviours	☑ Leadership Team	☐ PLP Priority	from: Term 2	$0.00

Develop agreed documentation on Learning Behaviours			to: Term 4	☐ Equity funding will be used
Plan deep learning experiences that allow for student voice, agency and leadership - consistency maintained through modelling and moderation	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To foster a positive learning culture for all students, staff, parents and community.
12 Month Target 3.1	The Attitudes to School survey results of the School Safety factors to be maintained above the 85th percentile relative to all Victorian government schools. The positive endorsement for all factors of the Safety domain (FISO: Positive climate for learning) of the Parent Opinion survey to be above 90%
KIS 1 Setting expectations and promoting inclusion	Embed the school's mission, vision and values into the everyday work of the school
Actions	Enhance and expand student leadership program across the school Improve student wellbeing through explicit and consistent practices (anti-bullying, cyber-safety, restorative practices and individual learning plans) Enhance intercultural understandings and application across the school Improve school to community communication strategy Develop and communicate a shared understanding about personalising student wellbeing and behaviour management
Outcomes	Students will: -be engaged in authentic learning tasks focused on improving wellbeing -articulate their intercultural understandings - engage in a range of leadership opportunities across the school Teachers will: - provide opportunities for student leadership in class and across the school -collaborate in teams to develop agreed levels of expectation for all aspects of school -model, communicate and explicitly demonstrate / teach high expectations of all aspects of school and ensure all students understand the standards expected of them -collaborate in teams to develop expectations and protocols for organisation of learning -identify appropriate study skills and explicitly teach them in order to support student learning -create and maintain appropriate classroom routines and expectations to support learning -create and maintain appropriate classroom norms that facilitate a safe and orderly environment -model and explicitly teach school values, embedding them in the day to day operations of the class -model and explicitly teach cyber-safety, anti-bullying and resilience providing students with multiple opportunities to articulate and express their understandings and growth in these skill areas -collaborate in teams to develop, implement and support each other in managing student wellbeing and behaviour -use Compass Chronicle to document and track student behaviour incidences including actions for resolution -provide students with authentic opportunities to practice and reflect on wellbeing -incorporate the Respectful Relationships program into the Health curriculum - Develop learning opportunities in all learning areas that promote intercultural understanding - Build the capacity of student leaders to promote intercultural understanding and empathy in the school community School Leaders will: -provide forums for community input into school to home/ home to school communication - including reports
Success Indicators	Students surveys will indicate: - improved understanding of bullying and cyber safety

	- increased levels of intercultural understanding and empathy
	Increase in Individual Learning Plans (ILPs) focussing on personalised approaches to student wellbeing and management
	Improvement parent survey results in student safety measures
	Intercultural capability evident in planning documents

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete Intercultural Champions program - Brendan Hitchens - including school visits, consultant meetings and networking opportunities Professional Learning to build teacher capacity for improved teaching of intercultural capabilities	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$5,700.00 ☐ Equity funding will be used
Create a Youth Forum involving a range of primary schools and in partnership with the Asia Education Foundation to deepen understanding of global issues, empowering students to have a positive influence in the local or global community.	☑ Curriculum Co-ordinator (s) ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 3	$2,000.00 ☐ Equity funding will be used
Improve visibility of Chinese cultural program across the school	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used
Develop and implement indigenous education action plan in consultation with appropriate community groups Professional learning provided to build teacher understandings and capabilities (	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop a process for communicating with non-English speaking families - including translation of school documents	☑ Curriculum Co-ordinator (s) ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Include Intercultural capabilities in annual planning day documents. Intercultural champion to attend and support teams in term planning meetings	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Refine current student parliament structure to include Bills enhancing student voice and the experience of Year 6 student backbenchers.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Expand student leadership opportunities through the development of Year 4/ 5 Senate.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Work in partnership with local schools (Camberwell Primary, Auburn High) to develop leadership capacity and opportunity	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$1,500.00

			to: Term 4	☐ Equity funding will be used
Extend scope and sequence for Health curriculum to include cyber-safety, anti-bullying, nutrition and resilience	☑ Assistant Principal ☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide targeted parent information sessions (Zoning, Reading, STEM, Student achievement, Student voice)	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Refine and enhance school to home communication through Compass and website	☑ School Improvement Team ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Equity Spend ($)
Equity funding associated with Activities and Milestones	$5,000.00	$5,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$5,000.00	$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Professional development focussed on formative assessment processes and techniques - in-school and consultant provided	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$5,000.00	$5,000.00
Totals			$5,000.00	$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide school based professional learning on planning, editing and revising writing - 6+1 Traits of Writing, Mentor Texts	☑ Literacy Leader ☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Unpack CPS Spelling Continuum for consistency of understanding and language- elements of spelling, morphology, etymology, phonology, graphology - through school based professional learning Professional learning on Spelling provided by external expert consultant	☑ Literacy Leader ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Literacy Leaders ☑ External consultants Spelling consultant ☑ Departmental resources Literacy and Numeracy Strategy	☑ On-site
Refine and expand all Maths continua to include curriculum elaborations and mental strategies Professional Learning to develop explicit teaching of mental strategies in mathematics	☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Literacy and Numeracy Strategy	☑ On-site
Develop an instructional framework based on the Victorian Teaching and Learning Model Professional learning to build understandings of elements of the instructional framework	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Victorian Teaching and Leaning Model HITs Practice Principles Amplify	☑ On-site
Develop and document a formal process for peer observation and feedback. Implement formal processes including modelling of expectations	☑ Learning Specialist(s)	from: Term 1 to: Term 3	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
identify and appoint staff to leadership positions - Literacy Leader, Numeracy Leader, STEM Leader, Community Partnerships, Teaching team leaders Provide professional learning opportunities to build leadership capacity - in-school mentoring and Bastow courses	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day	☑ Bastow program/course	☑ Off-site Bastow Institute
Refine and implement assessment schedule to include common assessment tasks	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Professional development focussed on formative assessment processes and techniques - in-school and consultant provided	☑ Leadership Team	from: Term 2 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Glen Pearsall	☑ On-site
Visible Learning professional development program (year 2) delivered by Corwin consultants: - Inside Series - Feedback (January 30) - Inside Series - Assessment Capable Learners (July 15) - School Capability Assessment Visit and Report (February 28) - Evidence in Action x 2	☑ All Staff	from: Term 1 to: Term 3	☑ Moderated assessment of student learning ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ External consultants Corwin	☑ On-site
Engage Corwin to deliver professional Learning on Feedback Model effective feedback	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ External consultants Corwin	☑ On-site