

# 2020 Annual Implementation Plan

## for improving student outcomes

Traralgon South Primary School (2114)



Submitted for review by Joel Blythman (School Principal) on 02 December, 2019 at 04:59 PM  
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 16 December, 2019 at 01:18 PM  
Endorsed by Duncan Mcallister (School Council President) on 17 February, 2020 at 07:15 PM

## 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
	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	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	2019 saw a change in Principals mid-year, and with a fresh perspective this has provided an opportunity to identify elements of practice that are embedded and those that require further development. The practice of PLCs have become increasingly consistent from one team to the next, and the use of peer observations to reflect on teacher practice has also been successfully introduced in the latter stages of the year. Many of the goals and targets from the 2017-2020 Strategic Plan were reached in the 2019 AIP,
<b>Considerations for 2020</b>	We anticipate our school review in Term 2 2020 will provide a strong platform for our school community to reflect on areas of progress over the previous 4 years, and begin to develop our capacity in areas of relative weakness. We firmly believe activating student voice and agency, and strengthening our collective capacity in PLCs, inclusive of improving our data literacy and use of peer observations to reflect on teacher practice, to be the primary areas of focus in the upcoming AIP/SSP.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximize the learning outcomes for all students in literacy and numeracy.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• 75% or more of Year 3 &amp; 5 students achieve in the top 2 bands for NAPLAN Reading, Writing &amp; Numeracy.</li> </ul>
<b>Target 1.2</b>	<ul style="list-style-type: none"> <li>• 30% of students will make high learning gain in NAPLAN Reading, Writing and Numeracy.</li> </ul>
<b>Target 1.3</b>	<ul style="list-style-type: none"> <li>• 100 % of students have expected or higher learning gain in every year as assessed by teacher judgements for literacy and numeracy</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	The school's teaching approach to the teaching of Reading and Writing is embedded in all areas of the school
<b>Key Improvement Strategy 1.b</b> Building practice excellence	A Peer observation structure and processes are developed and implemented around the schools approach to the teaching of Reading across the school
<b>Goal 2</b>	To build the capacity of teams to develop effective practices to plan for learning and to monitor and evaluate the impact of their teaching.
<b>Target 2.1</b>	Staff Survey Results for the following variables will be at 95 or higher:

	<ul style="list-style-type: none"> <li>• Collective Efficacy</li> <li>• Academic Emphasis</li> <li>• Teacher Collaboration</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evaluating impact on learning	Embed the use of the school's agreed inquiry cycle for PLC through the use of a refined assessment schedule which provides data for both formative and summative purposes.
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	Embed the use of the 'Targeted Teaching' model into all aspects of teacher planning and assessment.
<b>Goal 3</b>	Build a culture of high expectations that encourages, supports, rewards and celebrates achievement, and is evident in student learning, engagement and wellbeing data.
<b>Target 3.1</b>	<p>Parent Opinion survey mean factor scores to be above 90% endorsement in the following areas:</p> <p>General Satisfaction  High Expectations for success  Stimulated learning Environment  Teacher Communication</p>
<b>Target 3.2</b>	Student Attitudes to school survey results to be at or above 85% positive endorsement in the following areas:

	<p>Stimulated learning</p> <p>High expectations for success</p> <p>School Connectedness</p> <p>Student Agency and voice</p>
<p><b>Key Improvement Strategy 3.a</b> Empowering students and building school pride</p>	<p>To develop and implement a stronger student agency and voice framework across the school.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximize the learning outcomes for all students in literacy and numeracy.	Yes	<ul style="list-style-type: none"> <li>• 75% or more of Year 3 &amp; 5 students achieve in the top 2 bands for NAPLAN Reading, Writing &amp; Numeracy.</li> </ul>	75% or more of Year 3 & 5 students achieve in the top 2 bands for NAPLAN Reading, Writing & Numeracy
		<ul style="list-style-type: none"> <li>• 30% of students will make high learning gain in NAPLAN Reading, Writing and Numeracy.</li> </ul>	30% of students will make high learning gain in NAPLAN Reading, Writing and Numeracy.
		<ul style="list-style-type: none"> <li>• 100 % of students have expected or higher learning gain in every year as assessed by teacher judgements for literacy and numeracy</li> </ul>	100% of students have expected or higher learning gain in every year as assessed by teacher judgements for literacy and numeracy

<p>To build the capacity of teams to develop effective practices to plan for learning and to monitor and evaluate the impact of their teaching.</p>	<p>Yes</p>	<p>Staff Survey Results for the following variables will be at 95 or higher:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy</li> <li>• Academic Emphasis</li> <li>• Teacher Collaboration</li> </ul>	<p>Staff Survey results for the following variables will be at 95% positive endorsement or higher:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy</li> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> </ul> <p>Staff Survey results for the following variables will be at 90% positive endorsement or higher:</p> <ul style="list-style-type: none"> <li>- School Level Support</li> <li>- Feedback</li> </ul>
<p>Build a culture of high expectations that encourages, supports, rewards and celebrates achievement, and is evident in student learning, engagement and wellbeing data.</p>	<p>Yes</p>	<p>Parent Opinion survey mean factor scores to be above 90% endorsement in the following areas:</p> <p>General Satisfaction  High Expectations for success  Stimulated learning Environment  Teacher Communication</p>	<p>Parent Opinion survey results for the following variables to be above 2019 levels of percentage of positive endorsement in the following areas:</p> <ul style="list-style-type: none"> <li>- General Satisfaction (93% in 2019)</li> <li>- High Expectations for Success (95% in 2019)</li> <li>- Stimulated Learning Environment (77% in 2019)</li> <li>- Teacher Communication (67% in 2019)</li> </ul>
		<p>Student Attitudes to school survey results to be at or above 85% positive endorsement in the following areas:</p> <p>Stimulated learning  High expectations for success  School Connectedness  Student Agency and voice</p>	<p>Student Attitudes to School survey results for the following variables to be above 2019 levels of percentage of positive endorsement in the following areas:</p> <ul style="list-style-type: none"> <li>- Stimulated Learning (93% in 2019)</li> <li>- High Expectations for Success (98% in 2019)</li> <li>- School Connectedness (87% in 2019)</li> <li>- Student Voice and Agency (87% in 2019)</li> <li>- Managing Bullying (85% in 2019)</li> </ul>



<b>Goal 1</b>	To maximize the learning outcomes for all students in literacy and numeracy.	
<b>12 Month Target 1.1</b>	75% or more of Year 3 & 5 students achieve in the top 2 bands for NAPLAN Reading, Writing & Numeracy	
<b>12 Month Target 1.2</b>	30% of students will make high learning gain in NAPLAN Reading, Writing and Numeracy.	
<b>12 Month Target 1.3</b>	100% of students have expected or higher learning gain in every year as assessed by teacher judgements for literacy and numeracy	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	The school's teaching approach to the teaching of Reading and Writing is embedded in all areas of the school	Yes
<b>KIS 2</b> Building practice excellence	A Peer observation structure and processes are developed and implemented around the schools approach to the teaching of Reading across the school	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Upon reflecting on our progress towards this goal and associated targets in the 2019 AIP, it has been identified these KIS require ongoing attention in 2020. This will allow us to build on the progress made in 2018/2019 around developing consistency in our pedagogical approaches towards the teaching of reading and writing (note - reading will be the primary focus in 2020). This opinion is validated further when reviewing our self-evaluation against the FISO Continua of Practice and an analysis of our NAPLAN reading data over the previous 5 year period, where inconsistent levels of high relative growth and Year 3 top two band data have been recorded.</p> <p>Using this concentrated approach towards reading in 2020, we anticipate it will provide a strategic and focused platform for all of our teaching staff to build a common understanding of curriculum planning and assessment practices, use of data to drive collaborative improvement, build practice excellence, and evaluate the impact of their practice on student learning (noting links to other goals).</p> <p>We believe KIS 1(a) and 1(b) are very closely related and in fact, support one another in allowing us to achieve this goal, hence the selection of both KIS for 2020.</p>	

<b>Goal 2</b>	To build the capacity of teams to develop effective practices to plan for learning and to monitor and evaluate the impact of their teaching.	
<b>12 Month Target 2.1</b>	<p>Staff Survey results for the following variables will be at 95% positive endorsement or higher:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy</li> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> </ul> <p>Staff Survey results for the following variables will be at 90% positive endorsement or higher:</p> <ul style="list-style-type: none"> <li>- School Level Support</li> <li>- Feedback</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	Embed the use of the school's agreed inquiry cycle for PLC through the use of a refined assessment schedule which provides data for both formative and summative purposes.	Yes
<b>KIS 2</b> Instructional and shared leadership	Embed the use of the 'Targeted Teaching' model into all aspects of teacher planning and assessment.	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>Although the 2019 Staff Opinion survey results were very positive when compared to like schools, our network and state results, unfortunately we fell below the expected targets above. Upon dissecting the results as a team of staff and analysing the questions that contribute to each category, it was identified our infancy in the implementation of peer observations to reflect on teacher practice influenced heavily on us not meeting this goal/targets.</p> <p>The process of reviewing our progress against this goal has identified that despite many strong practices, student and staff attitudes, and whole school culture, there is a need to develop:</p> <ul style="list-style-type: none"> <li>- a clear instructional model that is consistently used and understood by all classroom teachers</li> <li>- documented curriculum and assessment (inclusive of CATs and moderation practices), and</li> <li>- the strengthening of PLC practices that see assessment as a measure of teacher impact and to inform future instruction, rather than as an evaluative process (note links to Targeted Teaching Model).</li> </ul> <p>As we practise and trial our approaches to the above, supporting our AIP and Strategic Plan targets, we anticipate many of the targeted Staff Opinion Survey variables in our 2020 AIP would improve.</p>	

	Please note that although not explicitly identified as a focus for Goal 2 in 2020, the practices associated with KIS 2(b) will underpin many of our approaches to implementing KIS 1(a), 1(b) and 2(a) with fidelity.	
<b>Goal 3</b>	Build a culture of high expectations that encourages, supports, rewards and celebrates achievement, and is evident in student learning, engagement and wellbeing data.	
<b>12 Month Target 3.1</b>	Parent Opinion survey results for the following variables to be above 2019 levels of percentage of positive endorsement in the following areas: - General Satisfaction (93% in 2019) - High Expectations for Success (95% in 2019) - Stimulated Learning Environment (77% in 2019) - Teacher Communication (67% in 2019)	
<b>12 Month Target 3.2</b>	Student Attitudes to School survey results for the following variables to be above 2019 levels of percentage of positive endorsement in the following areas: - Stimulated Learning (93% in 2019) - High Expectations for Success (98% in 2019) - School Connectedness (87% in 2019) - Student Voice and Agency (87% in 2019) - Managing Bullying (85% in 2019)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	To develop and implement a stronger student agency and voice framework across the school.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

This is a goal within our current SSP that has received the least attention in previous years and not prioritised as strongly as others.

Student voice has been an area of improvement (primarily through the ongoing growth and development of our Junior School Council), while the development of student agency within the school is a comparative weakness. Overall, our work in this area is in its infancy, and linking the development of student agency here to our whole school focussed approach to the teaching of reading in other 2020 AIP goals, will be our focus.

Furthermore, as the lead indicator of student engagement, we will develop and refine our existing approaches to attendance, late arrivals and early departures in a coordinated and strategic manner, matched to the Inner Gippsland approach. The percentage of students with 20 or more absence days over the previous 5 years has not consistently declined, and the average absence days for P-6 students has increased annually since 2014.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximize the learning outcomes for all students in literacy and numeracy.
<b>12 Month Target 1.1</b>	75% or more of Year 3 & 5 students achieve in the top 2 bands for NAPLAN Reading, Writing & Numeracy
<b>12 Month Target 1.2</b>	30% of students will make high learning gain in NAPLAN Reading, Writing and Numeracy.
<b>12 Month Target 1.3</b>	100% of students have expected or higher learning gain in every year as assessed by teacher judgements for literacy and numeracy
<b>KIS 1</b> Building practice excellence	The school's teaching approach to the teaching of Reading and Writing is embedded in all areas of the school
<b>Actions</b>	<p>This year, Traralgon South Primary School has chosen the following actions to embed and deepen consistency of practice in the teaching of reading:</p> <ul style="list-style-type: none"> <li>- Through whole staff and term planning meetings, all staff will review and refine the school's agreed pedagogical model to the teaching of reading (Reader's Workshop Model) to ensure it is understood and consistently used by all teachers.</li> <li>- Two members of staff (Principal and experienced classroom teacher) will undertake professional development in the Bastow Leading Literacy program.</li> <li>- We will develop and implement a peer coaching model to support the consistent implementation of the pedagogical model.</li> <li>- We will develop an induction process to ensure new and returning staff are trained in the pedagogical model.</li> <li>- Leadership to lead an inquiry project to investigate phonics-based approaches to the teaching of reading, which may include visits to Network schools engaged in this work or connections to a local CoP focused on reading.</li> </ul>
<b>Outcomes</b>	<p>Based on the successful implementation of the above actions, we expect to see the following outcomes:</p> <ul style="list-style-type: none"> <li>- Leaders will use multiple sources of evidence to track peer coaching/pedagogical model implementation (including barriers and enablers), support teachers to observe one another's classes, and develop their own peer coaching skills.</li> <li>- Teachers will demonstrate a proficiency using the Reader's Workshop Model regularly to plan and deliver lessons.</li> <li>- Teacher PDPs will have goals linked to the school's agreed pedagogical approach to reading, with specific elements dependent on individual levels of capacity, development and point of need.</li> <li>- Students will be able to articulate the 'usual' structure of lessons.</li> </ul>
<b>Success Indicators</b>	<p>Success Indicators will include:</p> <ul style="list-style-type: none"> <li>- Lesson plans.</li> <li>- Notes from peer coaching observations.</li> <li>- Students will be able to accurately articulate the 'usual' structure of lessons (notes from conversations with students during learning</li> </ul>

	walks). - Teacher PDPs.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a structure and schedule for reviewing and refining the Reader's Workshop Model.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Incorporate the development of knowledge and capacity in Readers Workshop Model through teacher PDPs.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participate in Bastow Leading Literacy professional development program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop a structure and schedule for the peer coaching model, with observations to occur twice/term.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop an induction process to ensure new and returning staff are trained in the pedagogical model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Leadership to work with staff to establish an inquiry project to investigate phonics-based approaches to the teaching of reading	<input checked="" type="checkbox"/> Principal <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
<b>KIS 2</b> Building practice excellence	A Peer observation structure and processes are developed and implemented around the schools approach to the teaching of Reading across the school			
<b>Actions</b>	This year, Traralgon South Primary School has chosen the following actions to embed and deepen consistency of practice in the teaching of reading: - Development of a Traralgon South Primary School approach to peer observations, based on our trial in Semester 2 2019. - Teachers engage in reflection on their own practice (initially in reading) using our school-agreed peer observation model. - Whole school PLC used to build teacher capacity around the Readers Workshop model. - Peer observations to be included in all teacher PDPs.			
<b>Outcomes</b>	Based on the successful implementation of the above actions, we expect to see the following outcomes: - Leaders will use multiple sources of evidence to track peer observation implementation (including barriers and enablers), support teachers to observe one another's classes, and develop their own peer observation skills. - Teachers will use the protocols and processes to engage in and build their peer observation skills to observe how other teachers implement the Reader's Workshop Model in other classroom contexts. - Teacher PDPs will have goals linked to participation in peer observations, with specific elements dependent on individual levels of capacity, development and point of need.			
<b>Success Indicators</b>	Success Indicators will include: - Lesson plans. - Notes from peer observations. - Teacher PDPs.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop a Traralgon South Primary School approach to peer observations.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

				<input type="checkbox"/> Equity funding will be used
Incorporate the development of peer observations for the purposes of developing our collective capacity in the Readers Workshop Model through teacher PDPs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build the capacity of teams to develop effective practices to plan for learning and to monitor and evaluate the impact of their teaching.			
<b>12 Month Target 2.1</b>	<p>Staff Survey results for the following variables will be at 95% positive endorsement or higher:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy</li> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> </ul> <p>Staff Survey results for the following variables will be at 90% positive endorsement or higher:</p> <ul style="list-style-type: none"> <li>- School Level Support</li> <li>- Feedback</li> </ul>			
<b>KIS 1</b> Evaluating impact on learning	Embed the use of the school's agreed inquiry cycle for PLC through the use of a refined assessment schedule which provides data for both formative and summative purposes.			
<b>Actions</b>	<p>This year, Traralgon South Primary School has chosen the following actions to build the capacity of teams to plan for learning, and monitor and evaluate the impact of their teaching.</p> <ul style="list-style-type: none"> <li>- Participate in LV Network PLC Middle Leaders CoP.</li> <li>- Regularly reflect on and revise the use of inquiry cycle during PLC meetings, and in whole staff meetings.</li> <li>- Incorporate peer observations into PLC inquiry cycles to strengthen development of teacher practice.</li> </ul>			
<b>Outcomes</b>	<p>Based on the successful implementation of the above actions, we expect to see the following outcomes:</p> <ul style="list-style-type: none"> <li>- Leaders will be able to monitor team PLC targets and progress</li> <li>- Middle leaders will have a greater understanding of strong PLC practices and behaviours.</li> <li>- Teachers will participate in more meaningful meetings around planning for student learning, and monitoring and evaluating the</li> </ul>			



	impact of their teaching. - Students will experience at least 12 months of learning growth			
<b>Success Indicators</b>	Success indicators will include: - Teachers using the inquiry cycle as an opportunity to reflect on the impact of their teaching, and learn from one another about which practices are most effective (based on data). - Data walls show growth in student learning outcomes. - Middle leaders demonstrate greater confidence in leading their teacher colleagues through PLC inquiry cycles.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Participate in LV Network PLC Middle Leaders CoP	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Fund release for all teachers to attend PLC meetings	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Build a culture of high expectations that encourages, supports, rewards and celebrates achievement, and is evident in student learning, engagement and wellbeing data.			
<b>12 Month Target 3.1</b>	Parent Opinion survey results for the following variables to be above 2019 levels of percentage of positive endorsement in the following areas: - General Satisfaction (93% in 2019) - High Expectations for Success (95% in 2019) - Stimulated Learning Environment (77% in 2019) - Teacher Communication (67% in 2019)			
<b>12 Month Target 3.2</b>	Student Attitudes to School survey results for the following variables to be above 2019 levels of percentage of positive endorsement in the following areas:			

	<ul style="list-style-type: none"> <li>- Stimulated Learning (93% in 2019)</li> <li>- High Expectations for Success (98% in 2019)</li> <li>- School Connectedness (87% in 2019)</li> <li>- Student Voice and Agency (87% in 2019)</li> <li>- Managing Bullying (85% in 2019)</li> </ul>			
<b>KIS 1</b> Empowering students and building school pride	To develop and implement a stronger student agency and voice framework across the school.			
<b>Actions</b>	<p>This year, Traralgon South Primary School has chosen the following actions to develop and implement a stronger student agency and voice framework across the school:</p> <ul style="list-style-type: none"> <li>- Appoint a staff member to lead the Respectful Relationships initiative</li> <li>- Appoint a staff member to lead the development of student voice, inclusive of the student leadership portfolio.</li> <li>- Teacher PDPs to reflect exploration of the development of student agency in the classroom, inclusive of authentic goal setting in their learning continuum.</li> <li>- Investigate and develop an approach to student-led conferences</li> <li>- Revise and refine our approach to attendance, late arrivals and early departures.</li> </ul>			
<b>Outcomes</b>	<p>Based on the successful implementation of the above actions, we expect to see the following outcomes:</p> <ul style="list-style-type: none"> <li>- Students will have greater clarity of their learning journey, and be able to articulate what they are learning now, need to learn next, and why</li> <li>- Parents will have a greater connection to the teaching and learning program</li> <li>- Attendance data will improve.</li> </ul>			
<b>Success Indicators</b>	<p>Success indicators will include:</p> <ul style="list-style-type: none"> <li>- Attendance data</li> <li>- Parent Opinion survey data.</li> <li>- Student Attitudes to School survey data will improve</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Appoint a staff member to lead the Respectful Relationships initiative	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1	\$4,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Appoint a staff member to lead the development of student voice, inclusive of the student leadership portfolio.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teacher PDPs to reflect exploration of the development of student agency in the classroom, inclusive of authentic goal setting in their learning continuum.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Investigate and develop an approach to student-led conferences	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Revise and refine our approach to attendance, late arrivals and early departures.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$4,500.00	\$4,500.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$4,500.00</b>	<b>\$4,500.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Participate in Bastow Leading Literacy professional development program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,500.00	\$1,500.00
Participate in LV Network PLC Middle Leaders CoP	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
<b>Totals</b>			<b>\$4,500.00</b>	<b>\$4,500.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a structure and schedule for reviewing and refining the Reader's Workshop Model.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Participate in Bastow Leading Literacy professional development program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Sale
Develop a structure and schedule for the peer coaching model, with observations to occur twice/term.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participate in LV Network PLC Middle Leaders CoP	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Moe Regional Office, and on location at other schools as the program evolves

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Appoint a staff member to lead the Respectful Relationships initiative	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships resources, inclusive of Lead Schools	<input checked="" type="checkbox"/> Off-site Some off-site professional learning (PD and visits to Lead Schools), plus on-site delivery/leading/sharing of learning