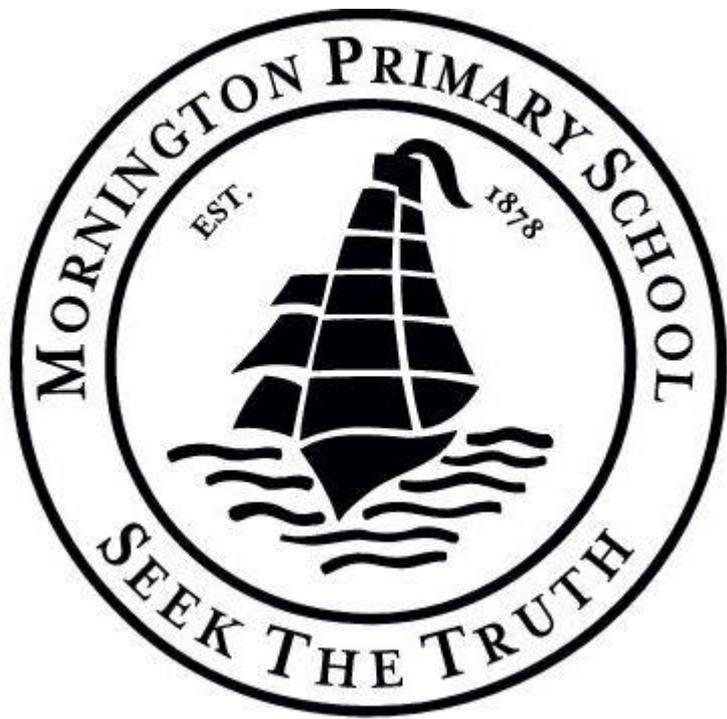


2020 Annual Implementation Plan

for improving student outcomes

Mornington Primary School (2033)



Submitted for review by Susan Mattingley (School Principal) on 10 December, 2019 at 12:32 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 19 December, 2019 at 08:02 PM
Endorsed by Mick Russell (School Council President) on 27 December, 2019 at 03:29 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>Our vision and values are best reflected by the Primary Years Program (PYP) of the International Baccalaureate. Through our 'Programme of Inquiry', we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The 'learner profile', 'attitudes' and the 'trans-disciplinary skills' of the PYP encapsulate these.</p> <p>Mornington Primary School has a committed approach to meeting individual needs and has Literacy and Maths Support Programs. These programs focus on enabling all children to have the necessary skills and understandings to be able to access the regular school curriculum. Intervention is implemented mostly in P-2 but this year has been available to students in the middle and senior school. Data from these programs is recorded in SPA. MiniLit training was provided to two staff members in 2018 and the program has since been implemented in the literacy support program. In 2019 another staff member undertook MacqLit training - some parts of this program have been implemented in the Grade 3/4 classrooms.</p> <p>We have improved our data collection processes and all staff are trialing the Maths Essential Assessment program for pre and post tests and rubrics. This program is enabling teachers to pinpoint specific areas of focus. This year all classroom</p>
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	<p>teachers participated in fortnightly case management meetings which include the use of data walls.</p> <p>Mathematics has not been a focus for a number of years, however it is acknowledged that it needs to become a major focus over the next Strategic Plan and next year's AIP. The appointment of a Maths Learning Specialist will support staff with this work.</p>
<p>Considerations for 2020</p>	<p>In 2020</p> <ul style="list-style-type: none"> • appointment of a Mathematics learning specialist • all staff PDP plans for 2020 to focus on Mathematics goals • use of Learning Specialists to model best practice/support staff planning and increased confidence • continued use of peer observations, instructional rounds and Principal observations to provide feedback to staff on teaching practice. • timetable developed to ensure Maths Learning Specialist is able to support as many staff as possible on a weekly or fortnightly basis • continue with timetabled case management meetings which include the use of data walls • continued work with MPS writing model and 6+1 writing traits • staff member or team to research various student leadership models • continued Literacy and Numeracy support programs
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes in Numeracy across the school
Target 1.1	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.
Target 1.2	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.
Target 1.3	Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.
Target 1.4	Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels
Key Improvement Strategy 1.b Instructional and shared leadership	Build the instructional and shared leadership capacity of staff
Goal 2	To improve student learning outcomes in Writing across the school
Target 2.1	NAPLAN benchmark growth in Writing to show at least 30% of students making high growth.

Target 2.2	Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5.
Target 2.3	Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 30 per cent at Grade F-6 in Writing.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Writing at all levels
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum Writing continuum F-6
Goal 3	To improve student voice, agency and leadership across the school
Target 3.1	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.
Target 3.2	Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.
Target 3.3	FISO continuum – Move from emerging to embedding on the dimension relating to 'Empowering students and building school pride' particularly as it relates to activating student leadership.

Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a whole-school approach to student leadership
Key Improvement Strategy 3.b Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes in Numeracy across the school	Yes	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 20% of students making high growth.
		Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5 in NAPLAN.
		Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.	<p>Increase the % of students achieving a stanine 7-9 each year from the previous year level (same cohort). This will be based on analysis from November to November.</p> <p>Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.</p>
		Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above	Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in

		expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.	Number and Algebra, 15% in Measurement and Geometry and 20% in Statistics and Probability in Mathematics by the end of the year.
To improve student learning outcomes in Writing across the school	Yes	NAPLAN benchmark growth in Writing to show at least 30% of students making high growth.	NAPLAN benchmark growth in Writing to show at least 21% of students making high growth.
		Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5.	Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5
		Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 30 per cent at Grade F-6 in Writing.	Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 21% at Grade F-6 in Writing.
To improve student voice, agency and leadership across the school	Yes	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.	Maintain or improve the percentage of positive endorsement for 'Student voice and agency'. The 2019 result was 82%.
		Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.	Maintain or improve the percentage of positive endorsement for 'Student agency and voice' in the parent opinion survey. The 2019 result was 88%. Maintain or improve the percentage of positive endorsement for 'Student motivation and support' in the parent

			opinion survey. The 2019 result was 80% positive
		FISO continuum – Move from emerging to embedding on the dimension relating to ‘Empowering students and building school pride’ particularly as it relates to activating student leadership.	FISO continuum – Move from emerging to some parts of evolving on the dimension relating to ‘Empowering students and building school pride’ particularly as it relates to activating student leadership.

Goal 1	To improve student learning outcomes in Numeracy across the school	
12 Month Target 1.1	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 20% of students making high growth.	
12 Month Target 1.2	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5 in NAPLAN.	
12 Month Target 1.3	<p>Increase the % of students achieving a stanine 7-9 each year from the previous year level (same cohort). This will be based on analysis from November to November.</p> <p>Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.</p>	
12 Month Target 1.4	Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded ‘above expected’ to at least 30% in Grade F-6 in Number and Algebra, 15% in Measurement and Geometry and 20% in Statistics and Probability in Mathematics by the end of the year.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Build teacher capacity in the teaching of Mathematics at all levels	Yes

Evidence-based high-impact teaching strategies		
KIS 2 Instructional and shared leadership	Build the instructional and shared leadership capacity of staff	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>In Mathematics, in NAPLAN, in 2016 and 2017 our Grade 3 and Grade 5 students have achieved above the State mean scores but in 2018 they both scored below the State mean scores. Although the mean scores were above the State in 2016 and 2017, there seems to be a clear trend downwards for Grade 5 students. In Grade 3 students achievement fluctuated to be just above the State mean in 2016, then above the State mean from 2017 but then dropped by a considerable amount to be below the State mean in 2018.</p> <p>In Mathematics NAPLAN relative growth, our students have shown a decline in rates of high growth going from 24% in 2016, 19% in 2017 and 15% in 2018, which is below the State. The percentage of students achieving low growth over this time has also increased over this time moving from 20% in 2016, 25% in 2017 and 32% in 2018, which is below, at and above the State respectively. The percentage of students showing medium growth has also fluctuated, although less so than high and low growth. Medium growth has stayed the same at 56% in 2016 and 2017 and decreasing to 52% in 2018.</p> <p>A Maths Learning Specialist will be appointed to support and work with staff, initially with the aim of developing staff confidence and curriculum knowledge with a particular emphasis on ensuring staff know what needs to be taught above and below their own year levels.</p> <p>Strategic timetabling will be utilised to ensure the Maths Learning Specialist is able to access case management meetings, support staff with data analysis, planning, coaching and modelling for, teams of classroom teachers. A further area of focus will be upskilling team leaders to ensure they can best support their teams in the area of Mathematics.</p>	
Goal 2	To improve student learning outcomes in Writing across the school	
12 Month Target 2.1	NAPLAN benchmark growth in Writing to show at least 21% of students making high growth.	
12 Month Target 2.2	Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5	
12 Month Target 2.3	Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 21% at Grade F-6 in Writing.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Writing at all levels	Yes
KIS 2 Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum Writing continuum F-6	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>In Writing, in NAPLAN, in each year from 2016 to 2018 our grade 3 have achieved below the State mean scores and five students have achieved below in 2016, just below in 2017, and below in 2018. there seems to be a clear trend downwards in grade 3 and no clear trend in grade 5.</p> <p>In Writing NAPLAN relative growth, our students have shown varied rates of high growth going from 25% in 2016 to 30% in 2017 and 22% in 2018, which is at State, above state and below State respectively. the percentage of students achieving low growth over this time has also varied, moving from 30% in 2016, 17% in 2017 and 27% in 2018, which is above, below and above the State respectively. The percentage of students showing medium growth has also fluctuated, although less so than high and low growth. Medium growth have moved from 45% in 2016, 52% in 2017 and 51% in 2018.</p> <p>Staff feedback indicates that they are still not as confident to teach writing as they are to teach reading. This seems to be particularly so for students who are writing above the expected level - do we actually know how to help them improve? Most staff see themselves as readers, but not necessarily as writers. Staff believe that further professional learning around the 6+1 traits is required in order to improve teacher knowledge and understanding. Until this year we have not had a consistent tool for moderation and cross year level moderation, and more still needs to be done in this area. Observations of classrooms and teacher reflection also indicates that time on task could be one of the reasons that student writing data has not shown improvement, as stated earlier, teachers tend not to drop reading from their program if something interferes with the normal timetable, but this may not be the same for writing.</p>	
Goal 3	To improve student voice, agency and leadership across the school	
12 Month Target 3.1	Maintain or improve the percentage of positive endorsement for 'Student voice and agency'. The 2019 result was 82%.	
12 Month Target 3.2	<p>Maintain or improve the percentage of positive endorsement for 'Student agency and voice' in the parent opinion survey. The 2019 result was 88%.</p> <p>Maintain or improve the percentage of positive endorsement for 'Student motivation and support' in the parent opinion survey. The 2019 result was 80% positive</p>	
12 Month Target 3.3	FISO continuum – Move from emerging to some parts of evolving on the dimension relating to 'Empowering students and building school pride' particularly as it relates to activating student leadership.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop and implement a whole-school approach to student leadership	Yes
KIS 2 Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership	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>It was determined by our recent School Review and our AIP self-evaluation that building staff knowledge and understanding of student voice, agency and leadership was an area to focus on.</p> <p>Of particular note is the fact that we rated ourselves as only 'emerging' for activating student leadership on the FISO Continua of Practice.</p> <p>We have decided that a year spent researching best practice and upskilling teachers in this area would be the first stage in order to develop and implement a whole- school approach to student leadership in subsequent years.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Numeracy across the school
12 Month Target 1.1	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 20% of students making high growth.
12 Month Target 1.2	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5 in NAPLAN.
12 Month Target 1.3	Increase the % of students achieving a stanine 7-9 each year from the previous year level (same cohort). This will be based on analysis from November to November. Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.
12 Month Target 1.4	Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in Number and Algebra, 15% in Measurement and Geometry and 20% in Statistics and Probability in Mathematics by the end of the year.
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels
Actions	Develop a whole school understanding of evidence-based high-impact teaching strategies and how these can be implemented in differentiating learning for students. Develop a shared understanding of how Learning specialists and staff will work together to improve teacher confidence and understanding
Outcomes	Continued development of staff understanding and implementation of high-impact teaching strategies Improved staff confidence and knowledge, particularly in curriculum above and below their own year levels Achievement of staff personal P&D goals

	More targeted use of data in case management meetings in order to identify individual students and cohorts of students			
Success Indicators	<p>Pre and post staff survey will be developed around staff confidence and knowledge</p> <p>In PAT Maths testing, more students achieving Stanine 7,8 or 9 in a matched cohort</p> <p>In PAT Maths testing, all students to move at least one Stanine from November to November</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mathematics Learning specialist will be appointed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$110,000.00 <input type="checkbox"/> Equity funding will be used
Learning walks undertaken by Maths Learning Specialist	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <input type="checkbox"/> Equity funding will be used
A timetable will be created to ensure that the Maths Learning Specialist is able to meet with as many teachers as possible across a week/fortnight as required	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

PAT data to be assessed at the beginning of the year and again in November. PAT data to be used in case management meetings to identify cohorts working above and below expected level.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff members will have a Numeracy goal embedded in their Professional Development Plans for 2020 which will also be linked to a high impact teaching strategy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Significant whole school and teaching team professional learning time will be allocated throughout 2020 for staff to work with the Maths Learning Specialist	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Staff will continue to be involved in case management meetings fortnightly and analyse data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The Maths Learning Specialist will develop support programs for students throughout the school, including providing professional learning to ES staff who may be delivering these programs	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Instructional and shared leadership	Build the instructional and shared leadership capacity of staff			
Actions	For all staff to have a shared understanding of how data analysis can be used to improve student outcomes			

Outcomes	<p>Case management meetings will continue in 2020 on a fortnightly basis</p> <p>Identification of students working above the expected level</p> <p>Learning walks throughout year to gather evidence as to whether staff are implementing rich rich maths lessons using rich maths tasks and point of need teaching as per Mornington PS agreement</p> <p>Staff will be introduced to the DET Maths Toolkit and will be able to use it to support their planing, teaching and assessment</p> <p>More effective data analysis - supported by Learning Specialist who will receive extra training in this area</p> <p>Differences noted in anecdotal notes from learning walks at the start of the year to later in terms 3 and 4</p> <p>Through a staff survey, staff will show improved understanding of the maths above their teaching year level/s and below their teaching year level/s</p>			
Success Indicators	<p>Common instructional model understood by all staff and observed in all classrooms</p> <p>Differentiated learning tasks in all classrooms</p> <p>Meeting targets for teacher judgments in all areas of Maths</p> <p>Staff familiarisation and use of Maths Toolkit in planning documents</p> <p>Change in planning and documentation to particularly reflect planning for and teaching above the expected level</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning will be provided to ensure the Learning Specialist is able to work with all staff to improve their confidence and understanding	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

Learning walks will be undertaken throughout the year by the Maths Learning Specialist and Leadership Team in order to audit current practice throughout the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Significant whole school and teaching team professional learning time will be allocated throughout 2020 for staff to work with the Maths Learning Specialist	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
A timetable will be created to ensure that the Maths Learning Specialist is able to meet with as many teachers as possible across a week/fortnight as required	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will continue to be involved in case management meetings fortnightly and analyse data - where possible this will be supported by the Maths Learning Specialist	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning specialist to model/team teach with staff members in order to support instructional capacity of staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00 <input type="checkbox"/> Equity funding will be used
Learning specialist to coach staff members to improve teaching and learning capacity	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Support groups to be used to support students who are working above and below the expected level. These support groups will be managed by the Maths Learning Specialist	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student learning outcomes in Writing across the school			
12 Month Target 2.1	NAPLAN benchmark growth in Writing to show at least 21% of students making high growth.			
12 Month Target 2.2	Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5			
12 Month Target 2.3	Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 21% at Grade F-6 in Writing.			
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Writing at all levels			
Actions	To develop a shared understanding of what writing above the expected level, below the expected level and at the expected level looks like for all year levels.			
Outcomes	Consistency in the language used across the school - teacher to teacher, teacher to student and student to student. Changed teacher practice documented e.g. trait-specific mini lessons, links made between reading and writing documented in planners. Teachers and students discussing, reflecting and assessing writing through a shared knowledge and understanding of the traits.			
Success Indicators	Data collected from analysis of student writing is used to inform practice, thereby improving student outcomes. Pre and post testing will be evidence of the success of these initiatives and through reflection and modification will give direction for improved future instruction. Teacher will use evidence and moderation to mark students working above the expected level - moving to at least 21% across each year level			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identification of staff needs regarding the Six Traits.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan and design PD to meet the identified staff needs.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Present PD sessions at regular intervals throughout the year.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support groups to be used to support students who are working above and below the expected level. These support groups will be managed by Mod leaders, Learning Specialist and the Literacy co-ordinator	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum Writing continuum F-6			
Actions	To develop and use a consistent writing moderation process			
Outcomes	All staff using the writing moderation tool to benchmark student writing and/or using the results to inform teaching. Staff using the moderation tool to set individual writing goals in collaboration with the students.			

Success Indicators	All student writing assessment will be conducted using the same writing moderation tool. Teacher will use evidence and moderation to mark students working above the expected level - moving to at least 21% across each year level			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Come to staff agreement on a P - 6 writing moderation tool	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Support staff to administer the MPS writing moderation tool.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve student voice, agency and leadership across the school			
12 Month Target 3.1	Maintain or improve the percentage of positive endorsement for 'Student voice and agency'. The 2019 result was 82%.			
12 Month Target 3.2	Maintain or improve the percentage of positive endorsement for 'Student agency and voice' in the parent opinion survey. The 2019 result was 88%. Maintain or improve the percentage of positive endorsement for 'Student motivation and support' in the parent opinion survey. The 2019 result was 80% positive			
12 Month Target 3.3	FISO continuum – Move from emerging to some parts of evolving on the dimension relating to 'Empowering students and building school pride' particularly as it relates to activating student leadership.			
KIS 1 Empowering students and building school pride	Develop and implement a whole-school approach to student leadership			

Actions	to be addressed in 2021			
Outcomes	n/a			
Success Indicators	n/a			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Will be addressed in 2021 after research has been completed in following goal	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership			
Actions	To develop a whole school shared understanding of effective student leadership.			
Outcomes	Development of a proposed whole school model of student leadership to present to the whole school learning community for implementation in 2021.			
Success Indicators	FISO continuum – Move from emerging to some parts of evolving on the dimension relating to ‘Empowering students and building school pride’ particularly as it relates to activating student leadership. Ratification from the whole school community of the proposed whole school model of student leadership. Maintain or improve the percentage of positive endorsement for ‘Student agency and voice’ in the parent opinion survey. Maintain or improve the percentage of positive endorsement for ‘Student voice and agency’. The 2019 result was 82%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Develop research team. Formulate key questions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan, visit and collect data, in response to key questions, from other schools.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,750.00 <input type="checkbox"/> Equity funding will be used
Create a proposed student leadership model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Present research findings to staff, students and the wider school community.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 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	\$70,000.00	\$53,779.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$70,000.00	\$53,779.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Support groups to be used to support students who are working above and below the expected level. These support groups will be managed by the Maths Learning Specialist	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$35,000.00	\$26,779.00
Support groups to be used to support students who are working above and below the expected level. These support groups will be managed by Mod leaders, Learning Specialist and the Literacy co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$35,000.00	\$27,000.00
Totals			\$70,000.00	\$53,779.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Mathematics Learning specialist will be appointed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning walks undertaken by Maths Learning Specialist	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
A timetable will be created to ensure that the Maths Learning Specialist is able to meet with as many teachers as possible across a week/fortnight as required	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PAT data to be assessed at the beginning of the year and again in November. PAT data to be used in case management meetings to identify cohorts working above and below expected level.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

All staff members will have a Numeracy goal embedded in their Professional Development Plans for 2020 which will also be linked to a high impact teaching strategy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Significant whole school and teaching team professional learning time will be allocated throughout 2020 for staff to work with the Maths Learning Specialist	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Maths toolkit	<input checked="" type="checkbox"/> On-site
Staff will continue to be involved in case management meetings fortnightly and analyse data	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Maths Toolkit	<input checked="" type="checkbox"/> On-site
The Maths Learning Specialist will develop support programs for students throughout the school, including providing professional learning to ES staff who may be delivering these programs	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Maths Toolkit	<input checked="" type="checkbox"/> On-site
Professional learning will be provided to ensure the Learning Specialist is able to work with all staff to improve	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Network professional learning

their confidence and understanding			<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	and data analysis sessions
Learning walks will be undertaken throughout the year by the Maths Learning Specialist and Leadership Team in order to audit current practice throughout the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Significant whole school and teaching team professional learning time will be allocated throughout 2020 for staff to work with the Maths Learning Specialist	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
A timetable will be created to ensure that the Maths Learning Specialist is able to meet with as many teachers as possible across a week/fortnight as required	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff will continue to be involved in case management meetings fortnightly and analyse data - where possible this will	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

supported by the Maths Learning Specialist						
Learning specialist to model/team teach with staff members in order to support instructional capacity of staff	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning specialist to coach staff members to improve teaching and learning capacity	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Maths toolkit	<input checked="" type="checkbox"/> On-site
Support groups to be used to support students who are working above and below the expected level. These support groups will be managed by the Maths Learning Specialist	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Maths toolkit	<input checked="" type="checkbox"/> On-site
Identification of staff needs regarding the Six Traits.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<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"/> On-site
Plan and design PD to meet the identified staff needs.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Present PD sessions at regular intervals throughout the year.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Support groups to be used to support students who are working above and below the expected level. These support groups will be managed by Mod leaders, Learning Specialist and the Literacy co-ordinator	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy toolkit	<input checked="" type="checkbox"/> On-site
Come to staff agreement on a P - 6 writing moderation tool	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support staff to administer the MPS writing moderation tool.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Will be addressed in 2021 after research has been completed in following goal	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Develop research team. Formulate key questions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teaching and Learning Coordinator		<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Plan, visit and collect data, in response to key questions, from other schools.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants Heads of student leadership initiatives at other schools.	<input checked="" type="checkbox"/> Off-site Field visits to other schools.
Create a proposed student leadership model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Present research findings to staff, students and the wider school community.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site