

2020 Annual Implementation Plan

for improving student outcomes

Sherbourne Primary School (5013)



Submitted for review by Maree Seymour (School Principal) on 20 January, 2020 at 05:59 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>2019 was a year of much growth and learning at Sherbourne in a year of significant staff change. Our strong team culture supported staff to capably take on new roles and responsibilities sharing collective responsibility for the students' learning and wellbeing. The use of peer observation strengthened the culture of peer support, and teamwork.</p> <p>Student achievement and agency was strengthened through a common focus on explicit learning intentions and success criteria. Opportunities for students P-6 to articulate the purpose of their learning and indicators of their success were planned and successfully implemented. Our students successfully engaged in self reflection and goal setting in their reading and maths. They shared their learning progress in our newly formatted Student Led progress meetings which included the use of student self assessment as well as more data from formal assessments.</p> <p>There was an improved use of and collection of data to inform learning and promote achievement for all students. The introduction of our new Fountas and Pinnell assessment resource strengthened the information we collected about each child's progress and effectively informed our planning and teaching. Analysis of data and documentation development was greatly assisted by improved data storage and implementation of the Essential Assessment resource in maths.</p> <p>We invested in Professional learning for our Middle leaders who, moving forward will take a lead in their area of responsibility. Significantly each of these leaders have demonstrated growth in their knowledge and leadership capabilities.</p>
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	A Junior, Middle and Upper school team worked effectively to foster student well being through implementation of the respectful relationships program. Staff and our community wish to further this focus in 2020.
Considerations for 2020	<p>Consistency and building capacity of high quality teaching and learning will remain a focus for 2020 with a particular focus on reading through our whole school involvement in the Teaching Partners initiative.</p> <p>Precision in our focus upon achievement growth for all students will be supported through improving data literacy capabilities and practice to achieve differentiation of teaching practice to appropriately respond to and challenge all students. Clear concise and timely communication of student growth, including goal setting will be a feature of this practice</p> <p>Professional learning will be largely driven by our evolving Middle Leaders; Learning Specialist, Literacy and Numeracy leaders - building upon their learning from 2019 to achieve consistency and excellence of practice demonstrated by student achievement outcomes. A defined instructional model for reading and maths across the school as well as consistent planning and assessment documentation will further support this improvement focus. Student voice and agency will be consolidated, refined and shared between class teachers, teams and the community. Moving ahead we will consolidate practice as well as look for further opportunities to enable and promote.</p> <p>The implementation and communication of a whole school positive behaviour framework will include an explicit whole school focus upon expected behaviours, the valuing and prioritisation of learning time and promotion and acknowledgement of our values and respectful relationships. Our community will be actively involved as part of this approach.</p>
Documents that support this plan	AIP DATA against targets 2019 with 2020 targets.docx (0.02 MB)

SSP Goals Targets and KIS

Goal 1	To maximise the learning growth of every student with a focus on English and Mathematics.
Target 1.1	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the period of the strategic plan in English and Mathematics (or Writing, Reading and Viewing, Number and Algebra).
Target 1.2	<p>By 2022, the percentage of Year 3 and 5 students in the top two Bands in NAPLAN Reading, Writing and Numeracy dimensions to be equal to or greater than the following proportions:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 55% (2018) to 67% (2022) • Writing from 13% (2018) to 54% (2022) • Numeracy from 23% (2018) to 52% (2022) <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 45% (2018) to 51% (2022) • Writing from 9% (2018) to 20% (2022) • Numeracy from 32% (2018) to 40% (2022)
Target 1.3	By 2022, maintain the percentage of Year 3 and 5 students at or below the National Minimum Standards (NMS) in NAPLAN Reading, Writing and Numeracy dimensions at zero.

Target 1.4	<p>By 2022, the percentage of Year 5 students assessed as making:</p> <ul style="list-style-type: none"> • medium or high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 80 per cent • high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 30 per cent
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop a whole school approach to using data to target teaching and evaluate the targeted teaching impact (CPA)
Key Improvement Strategy 1.b Building practice excellence	Build school-wide capacity to consistently implement the Sherbourne Primary School differentiated instructional model (BPE and BLT)
Key Improvement Strategy 1.c Instructional and shared leadership	Develop leadership capacity at various levels to guide, support and direct the improvement of instructional practice and student learning (ISL).
Goal 2	To increase student agency in learning.
Target 2.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent</p> <p>Learner characteristics and dispositions domain:</p> <ul style="list-style-type: none"> • Learning confidence/sense of confidence: from 83% (2018) to 90% (2022) • Self-regulation and goal setting: from 90% (2018) to 95% (2022)

	<p>Social engagement domain:</p> <ul style="list-style-type: none"> • Student Voice and agency: from 72% (2018) to 90% (2022)
Target 2.2	By 2022 the percentage of parents responding positively to the Student Development—Student Agency and Voice measure contained in the Parent Opinion Survey to improve from 80% to 88%
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a whole-school approach to activating student agency in learning (CPA and ES)
Goal 3	To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the school values.
Target 3.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent</p> <p>Learner characteristics and dispositions domain:</p> <ul style="list-style-type: none"> • Resilience: from 76% (2018) to 90% (2022) <p>Effective teaching practice for cognitive engagement domain:</p> <ul style="list-style-type: none"> • Classroom behaviour: from 81% (2018) to 90% (2022) <p>Teacher-student relations domain:</p> <ul style="list-style-type: none"> • Teacher concern: from 80% (2018) to 90% (2022)

Target 3.2	By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey 88% (2018) to be 92% in 2022.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and implement a whole-school framework for respectful relationships and behavioural expectations in the school community (PCL)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise the learning growth of every student with a focus on English and Mathematics.	Yes	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the period of the strategic plan in English and Mathematics (or Writing, Reading and Viewing, Number and Algebra).	Each student will make at least one Victorian curriculum level of learning progress in each school year in Reading and Viewing and Number and Algebra..
		<p>By 2022, the percentage of Year 3 and 5 students in the top two Bands in NAPLAN Reading, Writing and Numeracy dimensions to be equal to or greater than the following proportions:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 55% (2018) to 67% (2022) • Writing from 13% (2018) to 54% (2022) • Numeracy from 23% (2018) to 52% (2022) <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 45% (2018) to 51% (2022) • Writing from 9% (2018) to 20% (2022) • Numeracy from 32% (2018) to 40% (2022) 	<p>The percentage of Year 3 and 5 students in the top two bands in NAPLAN reading and numeracy will be equal to or greater than the following proportions:</p> <p>Year 3</p> <ul style="list-style-type: none"> -Reading from 45% to 60% -Numeracy from 45% to 48% <p>Year 5</p> <ul style="list-style-type: none"> -Reading from 37% to 45% -Numeracy from 32% to 35%

		By 2022, maintain the percentage of Year 3 and 5 students at or below the National Minimum Standards (NMS) in NAPLAN Reading, Writing and Numeracy dimensions at zero.	The percentage of Year 3 and 5 students at or below the NMS in NAPLAN Reading, Writing and Numeracy in 2020 will be at or below the following proportions: Year 3 -Reading 0 -Numeracy from 15% to 0 Year 5 -Reading from 10% to 0 -Numeracy from 3.6% to 0
		By 2022, the percentage of Year 5 students assessed as making: <ul style="list-style-type: none"> • medium or high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 80 per cent • high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 30 per cent 	In 2020 the percentage of Year 5 students assessed as making - medium or high benchmark gain in NAPLAN Reading, writing and Numeracy will be at or above -Reading from 73% to 75% - Numeracy from 64% to 75% High benchmark growth will be at or above -reading from 23% to 25% -numeracy from 20% to 25%
To increase student agency in learning.	No	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent Learner characteristics and dispositions domain:	

		<ul style="list-style-type: none"> • Learning confidence/sense of confidence: from 83% (2018) to 90% (2022) • Self-regulation and goal setting: from 90% (2018) to 95% (2022) <p>Social engagement domain:</p> <ul style="list-style-type: none"> • Student Voice and agency: from 72% (2018) to 90% (2022) 	
		<p>By 2022 the percentage of parents responding positively to the Student Development—Student Agency and Voice measure contained in the Parent Opinion Survey to improve from 80% to 88%</p>	
<p>To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the school values.</p>	<p>Yes</p>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent</p> <p>Learner characteristics and dispositions domain:</p> <ul style="list-style-type: none"> • Resilience: from 76% (2018) to 90% (2022) <p>Effective teaching practice for cognitive engagement domain:</p>	<p>In 2020 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to improve</p> <p>Learning characteristics and dispositions domain;</p> <ul style="list-style-type: none"> -Resilience from 68% to 76% <p>Effective teaching practice for cognitive engagement domain:</p> <ul style="list-style-type: none"> -classroom behaviour from 72% to 81% <p>Teacher students relations domain:</p> <ul style="list-style-type: none"> -Teacher concern from 66% to 80%

		<ul style="list-style-type: none"> Classroom behaviour: from 81% (2018) to 90% (2022) <p>Teacher-student relations domain:</p> <ul style="list-style-type: none"> Teacher concern: from 80% (2018) to 90% (2022) 	
		By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey 88% (2018) to be 92% in 2022.	In 2020 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey will improve from 86% to 88%

Goal 1	To maximise the learning growth of every student with a focus on English and Mathematics.
12 Month Target 1.1	Each student will make at least one Victorian curriculum level of learning progress in each school year in Reading and Viewing and Number and Algebra..
12 Month Target 1.2	<p>The percentage of Year 3 and 5 students in the top two bands in NAPLAN reading and numeracy will be equal to or greater than the following proportions:</p> <p>Year 3</p> <ul style="list-style-type: none"> -Reading from 45% to 60% -Numeracy from 45% to 48% <p>Year 5</p> <ul style="list-style-type: none"> -Reading from 37% to 45% -Numeracy from 32% to 35%

12 Month Target 1.3	The percentage of Year 3 and 5 students at or below the NMS in NAPLAN Reading, Writing and Numeracy in 2020 will be at or below the following proportions: Year 3 -Reading 0 -Numeracy from 15% to 0 Year 5 -Reading from 10% to 0 -Numeracy from 3.6% to 0
12 Month Target 1.4	In 2020 the percentage of Year 5 students assessed as making - medium or high benchmark gain in NAPLAN Reading, writing and Numeracy will be at or above -Reading from 73% to 75% - Numeracy from 64% to 75% High benchmark growth will be at or above -reading from 23% to 25% -numeracy from 20% to 25%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop a whole school approach to using data to target teaching and evaluate the targeted teaching impact (CPA) Yes
KIS 2 Building practice excellence	Build school-wide capacity to consistently implement the Sherbourne Primary School differentiated instructional model (BPE and BLT) Yes
KIS 3 Instructional and shared leadership	Develop leadership capacity at various levels to guide, support and direct the improvement of instructional practice and student learning (ISL). 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.	Our self evaluation has identified the need for an explicit instructional model in Reading and Maths to enable consistency of practice. The continued use of learning intentions and success criteria must be consolidated. Our Reading growth has been identified as a particular area of focus, to be supported with Regional resources. A focus on improved data literacy, building on the improved data collection will enhance differentiation of teaching and improved student outcomes to meet all targets in reading and maths.

Goal 2	To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the school values.	
12 Month Target 2.1	<p>In 2020 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to improve Learning characteristics and dispositions domain;</p> <p>-Resilience from 68% to 76%</p> <p>Effective teaching practice for cognitive engagement domain:</p> <p>-classroom behaviour from 72% to 81%</p> <p>Teacher students relations domain:</p> <p>-Teacher concern from 66% to 80%</p>	
12 Month Target 2.2	In 2020 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey will improve from 86% to 88%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop and implement a whole-school framework for respectful relationships and behavioural expectations in the school community (PCL)	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.	Moving into a year of greater staff stability after a year of significant change, the need to explicitly define what our values look like in practice at the whole school and classroom level is important work. This includes consistency of approach, practice, reporting and behaviour management.	

Define Actions, Outcomes and Activities

Goal 1	To maximise the learning growth of every student with a focus on English and Mathematics.
12 Month Target 1.1	Each student will make at least one Victorian curriculum level of learning progress in each school year in Reading and Viewing and Number and Algebra..
12 Month Target 1.2	The percentage of Year 3 and 5 students in the top two bands in NAPLAN reading and numeracy will be equal to or greater than the following proportions: Year 3 -Reading from 45% to 60% -Numeracy from 45% to 48% Year 5 -Reading from 37% to 45% -Numeracy from 32% to 35%
12 Month Target 1.3	The percentage of Year 3 and 5 students at or below the NMS in NAPLAN Reading, Writing and Numeracy in 2020 will be at or below the following proportions: Year 3 -Reading 0 -Numeracy form 15% to 0 Year 5 -Reading from 10% to 0 -Numeracy from 3.6% to 0
12 Month Target 1.4	In 2020 the percentage of Year 5 students assessed as making - medium or high benchmark gain in NAPLAN Reading, writing and Numeracy will be at or above -Reading from 73% to 75% - Numeracy from 64% to 75% High benchmark growth will be at or above -reading from 23% to 25% -numeracy from 20% to 25%
KIS 1	Develop a whole school approach to using data to target teaching and evaluate the targeted teaching impact (CPA)

Curriculum planning and assessment	
Actions	<ul style="list-style-type: none"> Develop teacher capability to understand and use data to inform their teaching. Develop consistency in the collection, sharing and use of data.
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> Be appropriately challenged and demonstrate growth in learning in Reading and Viewing and Number and Algebra <p>Teachers will</p> <ul style="list-style-type: none"> Analyse and use current cohort data to plan, to appropriately challenge and engage students Be accountable for data collection in staff Google drive Work collaboratively with colleagues to develop shared understanding and consistency in teacher judgements Plan and implement lessons based on the school agreed Reading and Viewing and Number and Algebra curriculum and planning documents (weekly, termly and yearly overview to be published/saved in Google docs). <p>Leaders will</p> <ul style="list-style-type: none"> Ensure all staff meet the school's agreed expectations with regards to planning and data collection Ensure discussions about data informs team planning and teacher reflection/impact. Ensure that data is reviewed and owned collectively as a cohort Ensure PDPs include accountabilities to student growth in Reading and Viewing and Number and Algebra Ensure PDPs include reference to agreed planners and data sets as evidence. Provide regular feedback to teaching teams and individuals based on analysis of school data Successfully guide effective differentiation of student learning through data analysis in reading and Maths <p>The community will</p> <ul style="list-style-type: none"> Have an understanding of their partnership in their child/ren's learning and how they can assist their child/ren in reaching their full potential Reading and Numeracy
Success Indicators	<p>Students will demonstrate ongoing improvement in reading and maths learning through ongoing monitoring undertaken by teachers</p> <p>Teachers will</p> <ul style="list-style-type: none"> Demonstrate how data has informed their practice and improved student outcomes in Reading and Viewing and Number and Algebra through planning documents, meeting minutes, assessment tracking Be able to articulate the importance of their role in the bigger picture of student learning against a whole-school curriculum

	<p>map in Reading and Viewing and Number and Algebra</p> <p>Leaders will provide evidence of their team's work on data and its application in planning and assessment documentation</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise whole school data display of student reading assessment level using Fountas and Pinnell across the year	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Refine data collection systems and approaches.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Work with School Improvement Team and Teaching Partners to develop data literacy capabilities.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build school-wide capacity to consistently implement the Sherbourne Primary School differentiated instructional model (BPE and BLT)			
Actions	<ul style="list-style-type: none"> Develop, and implement with consistency, agreed whole-school, evidence based, Reading and Numeracy Instructional Models which integrate high impact strategies Improve teacher capability in the teaching of reading with a focus on differentiation 			

<p>Outcomes</p>	<p>Students will</p> <ul style="list-style-type: none"> • Be provided with challenging learning goals targeted at their point of need • Understand and actively participate in the regular routine of a reading and Maths lesson. • Transition well through-out the school due to consistency <p>Teachers will</p> <ul style="list-style-type: none"> • Improve their mathematics and reading content and pedagogical knowledge • Demonstrate consistent instructional approaches in teaching Reading and Mathematics • Identify and adopt differentiated practices that will engage, challenge and meet the individual needs and interests of all students <p>Teachers will target their teaching to student point of need.</p> <p>Leaders will</p> <ul style="list-style-type: none"> • Communicate a clear vision of whole-school instructional model for Reading and Maths • Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice through learning walks <p>Build their own capabilities in leading school improvement in Reading through working with the DSSI Teaching Partners</p> <p>The community will</p> <ul style="list-style-type: none"> • Receive ongoing communication regarding reading and maths teaching and learning practice at Sherbourne
<p>Success Indicators</p>	<p>This will be evidenced by</p> <p>Students ability to</p> <ul style="list-style-type: none"> • Understand and articulate the routine and structure of Reading and Mathematics lessons • Articulate Learning Intentions and Success Criteria in Reading and Maths • Demonstrate learning progress through their assessment data and achievement of goals. <p>Classroom learning walks and peer observation will demonstrate improved consistency in the implementation of the SPS Differentiated Instructional Model in Reading and Maths.</p> <p>Planning and assessment documentation will demonstrate differentiation and student growth.</p> <p>Documentation will evidence the whole school approach by all staff for teaching in Reading and Maths</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participate in learning walks to help identify priority focus for Teaching partners program	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Explicitly document instructional model for reading	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement effective strategies and approaches as suggested and modelled by the DET Teaching Partners initiative in Reading (Differentiated Support for School Improvement (DSSI))	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Instructional and shared leadership	Develop leadership capacity at various levels to guide, support and direct the improvement of instructional practice and student learning (ISL).			
Actions	Develop leaders ability to prioritise evidence-based, high-impact strategies and support staff to use them consistently. Provide leaders with opportunities to lead professional learning at the whole school level.			
Outcomes	Students will <ul style="list-style-type: none"> • Demonstrate greater engagement and improved learning growth in Reading and Number Teachers will <ul style="list-style-type: none"> • Demonstrate a deep knowledge of how Reading and Maths skills develop 			

	<ul style="list-style-type: none"> Analyse student data to reflect and review the impact of their practice on learning outcomes and plan with precision for future learning <p>Leaders will</p> <ul style="list-style-type: none"> Be developed to scaffold, support and guide teachers to implement and embed the whole-school approach to a differentiated Instructional Model. Provide regular feedback to teaching teams and individual, based on evidence collected through observation of practice during Learning Walks and Teaching Partner discussions Support staff through professional learning, data literacy analysis and coaching conversations to deepen their understanding of the development of Reading and Maths <p>The community will</p> <ul style="list-style-type: none"> Be able to identify the leaders of reading and maths practice 			
<p>Success Indicators</p>	<p>Assessment of student outcomes will demonstrate improved learning outcomes in Reading and Viewing and Number and algebra</p> <p>Classroom learning walks and peer observation documentation and discussion will demonstrate improved consistency in the implementation of the SPS Differentiated Instructional Model in Reading and Maths.</p> <p>Planning and assessment documentation will demonstrate differentiation and student growth.</p> <p>The 5 weekly monitoring of the teaching Partners will demonstrate improved consistency of teaching.</p> <p>Documentation of staff professional learning will evidence the work of the Leaders</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Leaders work with Teaching Partners to drive consistency in practice and documentation of reading approach</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Lead the implementation and professional learning of Top 10 Maths and explicitly document instructional model for maths lesson	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leaders develop and implement a plan for whole school professional learning delivery in Reading and Maths	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the school values.			
12 Month Target 2.1	In 2020 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to improve Learning characteristics and dispositions domain; -Resilience from 68% to 76% Effective teaching practice for cognitive engagement domain: -classroom behaviour from 72% to 81% Teacher students relations domain: -Teacher concern from 66% to 80%			
12 Month Target 2.2	In 2020 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey will improve from 86% to 88%			
KIS 1 Setting expectations and promoting inclusion	Develop and implement a whole-school framework for respectful relationships and behavioural expectations in the school community (PCL)			
Actions	Develop and implement a whole school Positive Behaviour model. Develop staff knowledge and understanding of Positive behaviour approach.			

Outcomes	<p>Students will</p> <ul style="list-style-type: none"> • Explicitly understand the behaviours associated with our school values and be accountable to school wide behavioural expectations and that learning time is prioritised <p>Teachers will</p> <ul style="list-style-type: none"> • Explicitly understand and display the behaviours associated with our school values and be accountable to school wide behavioural expectations and that learning time is prioritised • Explicitly define and actively and consistently implement the school wide behavioural expectations with their students <p>Leaders will</p> <ul style="list-style-type: none"> • Explicitly understand and display the behaviours associated with our school values and be accountable to school wide behavioural expectations and that learning time is prioritised • Lead consistency of practice in implementation of the school wide behavioural expectations of students and staff • Communicate with the community to inform them of school wide behavioural expectations <p>The community will</p> <ul style="list-style-type: none"> • Explicitly understand the behaviours associated with our school values and be accountable to school wide behavioural expectations and that learning time is prioritised • Support the students and staff in consistent implementation of the behavioural expectations and consequences. 			
Success Indicators	<p>Incidence of inappropriate behaviour are reduced. Students demonstrate they can articulate school values and associated behaviours. Documented approach including alignment with values and incentive system. Visible evidence of the approach around the school through posters, classroom displays, update of all school communication eg Parent handbook Reduced incidences of community concern. Data collection shows a reduction in interruptions to teaching time.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school and community definition of expected behaviours aligned with school values	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Respectful Relationships co-ordinator appointed with responsibility for whole school implementation of and staff professional learning about Respectful Relationships program.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
If possible association with School Wide Positive Behaviour program.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Explicit teaching of expected behaviours associated with school values	<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
Communication and implementation of agreed system of expected behaviours including incentives and responses	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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	\$10,500.00	\$5,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$10,500.00	\$5,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Participate in learning walks to help identify priority focus for Teaching partners program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$1,000.00
Explicitly document instructional model for reading	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$500.00
Implement effective strategies and approaches as suggested and modelled by the DET Teaching Partners initiative in Reading (Differentiated Support for School Improvement (DSSI))	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00

Leaders work with Teaching Partners to drive consistency in practice and documentation of reading approach	from: Term 1 to: Term 4		\$2,000.00	\$1,000.00
Lead the implementation and professional learning of Top 10 Maths and explicitly document instructional model for maths lesson	from: Term 1 to: Term 4		\$1,000.00	\$500.00
Whole school and community definition of expected behaviours aligned with school values	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,500.00	\$500.00
Totals			\$10,500.00	\$5,500.00

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
Participate in learning walks to help identify priority focus for Teaching partners program	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	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"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Explicitly document instructional model for reading	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement effective strategies and approaches as suggested and modelled by the DET Teaching Partners initiative in Reading (Differentiated Support for School Improvement (DSSI))	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leaders work with Teaching Partners to drive consistency in practice and	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Planning	<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

documentation of reading approach	<input checked="" type="checkbox"/> Teaching Partners (DSSI)	to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection		<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Lead the implementation and professional learning of Top 10 Maths and explicitly document instructional model for maths lesson	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Top 10 Maths <input checked="" type="checkbox"/> Departmental resources Numeracy portal VCAA <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Montmorency PS
Whole school and community definition of expected behaviours aligned with school values	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Respectful Relationships co-ordinator appointed with responsibility for whole school implementation of and staff professional learning about Respectful Relationships program.	<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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site