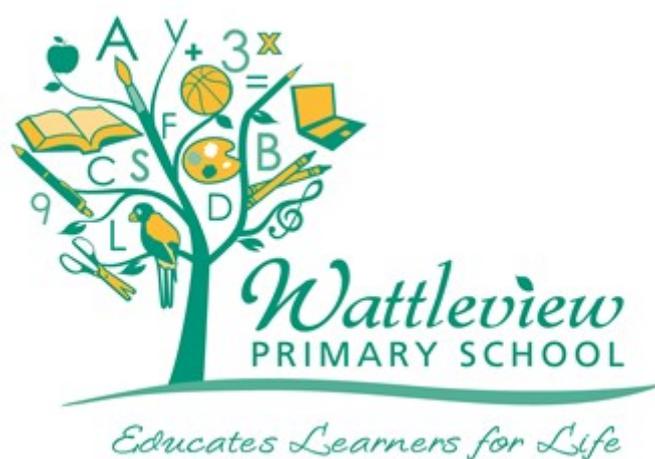# 2020 Annual Implementation Plan

for improving student outcomes

Wattle View Primary School (5012)

Awaiting review by School Principal
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	Evolving- moving towards Embedding
	Curriculum planning and assessment	Evolving -moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving- moving towards Embedding

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

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

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

Enter your reflective comments	The employment of three Teacher Specialists has allowed WVPS to move forward. Being able to promote teachers internally through the external process has also validated training staff to take on significant roles. Two of the staff have attended Bastow Training Courses; one has completed both Literacy and Numeracy, and one has completed the Literacy Course. The ICT Teacher Specialist is undertaking a Masters of Education and this has had a significant impact for him in regard to leadership strategies. Making data analysis a focus for the year has also improved staff data literacy overall. The Bill Hisheh session at the start of the year was timely and allowed staff to consider data in a non-threatening way. We have been able to introduce data sets in a number of PLF's across the year and Term 4 saw all teachers share some data sets with their peers. This year we have had greater collective responsibility and the Teacher Specialists are going to continue to facilitate sessions, thus encouraging other staff to take responsibility for collective professional learning. The PLF's this year have worked very well and we will continue to use this model in 2020. The aim is for sessions to be interactive, not 'done' to staff. Learning walks began in Term 4 and we will continue to use this format in 2020 to share practice and improve the ability of staff to reflect on their teaching practice. We have co-constructed a 'third teacher' list which will be distributed to staff on the 1st day of term in 2020. .

Considerations for 2020	In 2019 we will building capacity by providing staff with opportunities to take on leadership roles. There will be a Teacher Specialist in Literacy, Numeracy and Digital Technologies. Each of the Teacher Specialists will lead improvement in their area of expertise. The Literacy and Numeracy Specialists will work with vertical teams to ensure that all areas of the school are working collaboratively, providing whole school approaches to curriculum and pedagogy. New staff will need to be inducted, with the new Assistant Principal attending a handover day in Term 4. There will also be opportunities for other staff who wish to take on leadership responsibilities such as a Team Leader role. Team Leaders will be responsible for team cohesion and ensuring a whole school approach to planning and documentation. The Teacher Specialists will be allocated time out of the classroom so that they can work in classrooms with staff, planning, modelling. sharing, providing feedback and professional development, thus ensuring a whole school approach to literacy and numeracy. There will be changes to teams across the school, allowing for the Principal to take on the role of managing Junior School Council. Previously JSC has been a year 6 opportunity but in 2019 there will be opportunities for year 5 students also. All staff will be involved in the curriculum day on the 29th January as we move from Soundwaves to Jolly Grammar across the school. Professional Development days will be planned and taken to school council for approval before the end of the December so that we have a clear outline of our curriculum days. Specialist (PE/Music/Art) timetable to be organised to allow all year levels apart from Foundation to have a 2 hour block to work together for planning and assessment purposes. SPA has been in the background this year but needs to be fully utilised in 2019 with staff learning how to load the data. Professional Growth in Data Literacy for all staff to continue to be a focus in 2019.
Documents that support this plan	ICT Information.docx (0.01 MB) Literacy at Wattleview.docx (0.01 MB) Term 4 and beyond in Mathematics.docx (0.01 MB)

SSP Goals Targets and KIS

Goal 1	To improve literacy outcomes and learning growth of all students.
Target 1.1	*NAPLAN* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above.* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.*
Target 1.2	PAT Reading *To set benchmark data and growth goals in 2018 using PAT Reading (to be finalised).*
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed whole school reading and writing instructional models to ensure consistent literacy practice in every classroom
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence–based targeted teaching and high impact teaching strategies to maximise literacy outcomes for every student

Key Improvement Strategy 1.c Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
Goal 2	To improve numeracy outcomes and learning growth of all students.
Target 2.1	NAPLAN *By 2020 the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above.* *By 2020 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.*
Target 2.2	PAT Mathematics *To set benchmark data and growth goals in 2018 using PAT Mathematics (to be finalised*)
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed a whole school approach to numeracy curriculum planning and instruction
Key Improvement Strategy 2.b Building practice excellence	Build the capacity of all staff to use evidence–based targeted teaching and high impact teaching strategies to maximise numeracy outcomes for every student
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning

Goal 3	To create a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes.
Target 3.1	***Student Attitudes*** *Variables in the AToSS to reflect the following percentage of positive Year 4–6 student responses:* *Student voice and agency—75 per cent or above*
Target 3.2	***Parent Opinion*** *Variables in the POS to reflect the following percent endorsement:* *Student agency and voice–75 per cent or above* *School pride and confidence—75 per cent or aboveHigh expectations for success—75 per cent or above* *Teacher communication—75 per cent or above*
Target 3.3	***Staff Opinion*** *Variables in the SSS to reflect the following positive endorsement:* <u>*School climate*</u> *Collective efficacy—80 per cent or above* *Academic emphasis—75 per cent or above*

	Staff trust in colleagues—75 per cent or above
	School leadership *Instructional leadership—78 per cent or above*
Key Improvement Strategy 3.a Empowering students and building school pride	Build student voice and agency in their own learning so that • learning is visible • they consistently establish meaningful learning goals • they develop reflective practices and self assess.
Key Improvement Strategy 3.b Building leadership teams	Strengthen instructional leadership and build authentic professional learning teams to • develop higher levels of collective efficacy and shared responsibility • embed consistent practice • establish a culture where staff believe peer feedback improves practice and that professional learning is enhanced through peer observation.
Key Improvement Strategy 3.c Building communities	Strengthen engagement with parents and the broader school community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve literacy outcomes and learning growth of all students.	Yes	*NAPLAN* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above.* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.*	By the end of 2020, increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above. By the end of 2020, increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.

		PAT Reading *To set benchmark data and growth goals in 2018 using PAT Reading (to be finalised).*	To increase the PAT Reading average scaled score in each level from: Level 1 - 77.5 to 79 Level 2 - 95.7 to 97 Level 3 - 112 to 113 Level 4 - 118 to 119 Level 5 - 122 to 123 Level 6 - 126 to 127
To improve numeracy outcomes and learning growth of all students.	Yes	NAPLAN *By 2020 the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above.* *By 2020 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.*	By the end of 2020, the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above. By the end of 2020, the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.
		PAT Mathematics *To set benchmark data and growth goals in 2018 using PAT Mathematics (to be finalised)*	To increase the PAT Maths average scaled score in each level from: Level 1 - 93.3 to 94 Level 2 - 105 to 106 Level 3 - 114 to 115 Level 4 - 120 to 121

			Level 5 - 122 to 123 Level 6 - 127 to 128
To create a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes.	Yes	**_Student Attitudes_** _Variables in the AToSS to reflect the following percentage of positive Year 4–6 student responses:_ _Student voice and agency—75 per cent or above_	In the Attitudes to School Survey in 2020 Student Voice and Agency 75% or above . (Actual 2019 - Yr4 74%, Yr5 - 63 % Yr6- 62%) Aggregated 66%
		Parent Opinion _Variables in the POS to reflect the following percent endorsement:_ _Student agency and voice–75 per cent or above_ _School pride and confidence—75 per cent or above High expectations for success—75 per cent or above_ _Teacher communication—75 per cent or above_	In the Parent Opinion Survey 2020 Student Voice and Agency to be at 75% or above (74% in 2019) School Pride and Confidence to be at 75% or above (77% in 2019) High Expectations for success to be at 75% or above (79% in 2018) Teacher Communication at 75% or above (52% in 2018)
		Staff Opinion _Variables in the SSS to reflect the following positive endorsement:_ _School climate_ _Collective efficacy—80 per cent or above_	Staff Opinion Survey in 2019 to reflect the following positive endorsements in School Climate and School Leadership. Collective Efficacy to be at 80% or above (61% in 2019) Academic Emphasis to be at 75% or

		Academic emphasis—75 per cent or above Staff trust in colleagues—75 per cent or above _School leadership_ _Instructional leadership—78 per cent or above_	above (62% in 2019) Staff Trust in Colleagues to be at 75% or more (66% in 2019) Instructional Leadership to be at 75% or above (81.4% in 2019)

Goal 1	To improve literacy outcomes and learning growth of all students.
12 Month Target 1.1	By the end of 2020, increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above. By the end of 2020, increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.
12 Month Target 1.2	To increase the PAT Reading average scaled score in each level from: Level 1 - 77.5 to 79 Level 2 - 95.7 to 97 Level 3 - 112 to 113 Level 4 - 118 to 119 Level 5 - 122 to 123 Level 6 - 126 to 127

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed whole school reading and writing instructional models to ensure consistent literacy practice in every classroom	Yes
KIS 2 Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence–based targeted teaching and high impact teaching strategies to maximise literacy outcomes for every student	No
KIS 3 Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Reading and writing results in NAPLAN and other forms of assessment still need to improve across the school. (see the aforementioned targets) Despite using many different strategies, we find that students still find the writing process to be difficult. Whilst we spend a lot of time on the structure of writing, it fails to take into account the creative side of writing and we have felt that the enjoyment of writing and therefore engagement in the process has somewhat diminished. Whilst we took part in the Knox Writer's Festival in 2019 the program wasn't broad enough to give a large number of students exposure to Alan Wright and his notions about writing. However, during Term 4 we were lucky to have an author/illustrator work with all grades in the school and the engagement and excitement was evident. This author was able to bring the reading and writing process together, showing the students how both areas of literacy are interrelated. The Literacy Specialist has organised book boxes across the school to promote reading of different materials and next year all students will have a writer's notebook to promote writing for engagement and enjoyment. We need to promote writing as a positive way of self expression not as a means of ticking a box for a teacher.	
Goal 2	To improve numeracy outcomes and learning growth of all students.	
12 Month Target 2.1	By the end of 2020, the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above. By the end of 2020, the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.	

12 Month Target 2.2	To increase the PAT Maths average scaled score in each level from:	
	Level 1 - 93.3 to 94 Level 2 - 105 to 106 Level 3 - 114 to 115 Level 4 - 120 to 121 Level 5 - 122 to 123 Level 6 - 127 to 128	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed a whole school approach to numeracy curriculum planning and instruction	No
KIS 2 Building practice excellence	Build the capacity of all staff to use evidence–based targeted teaching and high impact teaching strategies to maximise numeracy outcomes for every student	Yes
KIS 3 Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Due to the appointment of a Teacher Specialist in Numeracy in 2019, there was a focus on building teacher capacity to use data and a range of assessment strategies. The notion of a whole school approach to numeracy curriculum planning and instruction was already well underway with the Wattleview instructional model for teaching mathematics. There has also been a whole school scope and sequence in mathematics ensuring that the staff were consistent in their planning and documentation. With the advent of the whole school curriculum planner, we had far more consistency across 2019. Whilst KIS 2a and KIS 2c will be a feature for 2020, the focus will be on building the capacity of all staff to use evidence based targeted teaching and high impact strategies to maximise numeracy outcomes for every student. The staff as a whole were aware of HITS in 2019 but it will be a greater focus in 2020. There will be an expectation that planning documentation provides clear evidence of teacher knowledge and use of HITS. All areas will continue to have shared planning time in 2020 so this provides the opportunity for staff to continue to work collaboratively and share the workload. This will give them the opportunity to decide on which HITS will be targeted for specific purposes.	
Goal 3	To create a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes.	

12 Month Target 3.1	In the Attitudes to School Survey in 2020 Student Voice and Agency 75% or above . (Actual 2019 - Yr4 74%, Yr5 - 63 % Yr6- 62%) Aggregated 66%	
12 Month Target 3.2	In the Parent Opinion Survey 2020 Student Voice and Agency to be at 75% or above (74% in 2019) School Pride and Confidence to be at 75% or above (77% in 2019) High Expectations for success to be at 75% or above (79% in 2018) Teacher Communication at 75% or above (52% in 2018)	
12 Month Target 3.3	Staff Opinion Survey in 2019 to reflect the following positive endorsements in School Climate and School Leadership. Collective Efficacy to be at 80% or above (61% in 2019) Academic Emphasis to be at 75% or above (62% in 2019) Staff Trust in Colleagues to be at 75% or more (66% in 2019) Instructional Leadership to be at 75% or above (81.4% in 2019)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build student voice and agency in their own learning so that • learning is visible • they consistently establish meaningful learning goals • they develop reflective practices and self assess.	Yes
KIS 2 Building leadership teams	Strengthen instructional leadership and build authentic professional learning teams to • develop higher levels of collective efficacy and shared responsibility • embed more consistent practice	No

	• establish a culture where staff believe peer feedback improves practice and that professional learning is enhanced through peer observation.	
KIS 3 Building communities	Strengthen engagement with parents and the broader school community.	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.	Students have been working with goals for quite some time. We need to maintain this focus so that the students know what they are doing and why. We have reduced the number of students on the JSC for 2020 so that we can raise the profile of the school captains. They have been selected through an interview process and their first official duty will be to MC the 2019 Graduation Ceremony. We are looking at a number of strategies to strengthen engagement with parents and the wider community in 2020. Whilst we have a small band of parents who are engaged and work with us in the school community this is not wide spread. Some ideas for 2020 are:- - Create a community hub within our spare portable so that parents have a place to meet. -Encourage new membership at School Council. -Change the way that the PFA runs to enable greater participation from parents. -Hold the Whole school production at a venue that allows extended family members to attend. -Maintain our community member on the School Council. -Continue to have parent representation on the Buildings and Facilities Committee and the Education Committee. -Continue to run popular whole school events that are well supported by parents eg. Colour Run, Footy Day and Carols Night. One of our parents has been advocating for chickens for a couple of years. Due to her hard work and determination. the current orchard/vegetable garden is going to be extended to become an Edible Garden Precinct. The chickens will be part of this precinct and will be tended by the parent community. Whilst building leadership teams was a 2019 focus, the focus now is on maintaining and strengthening the leadership team that is currently in place.	

Define Actions, Outcomes and Activities

Goal 1	To improve literacy outcomes and learning growth of all students.
12 Month Target 1.1	By the end of 2020, increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above. By the end of 2020, increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.
12 Month Target 1.2	To increase the PAT Reading average scaled score in each level from: Level 1 - 77.5 to 79 Level 2 - 95.7 to 97 Level 3 - 112 to 113 Level 4 - 118 to 119 Level 5 - 122 to 123 Level 6 - 126 to 127
KIS 1 Curriculum planning and assessment	Embed whole school reading and writing instructional models to ensure consistent literacy practice in every classroom
Actions	The whole school curriculum planner is designed to ensure that all classes are doing the required amount of Literacy and Numeracy blocks across the week. At the end of 2019 we would have 3 years implementation of Jolly Phonics at Foundation Level. This was the first year that we had all other classes 1-6 implementing Jolly Grammar. HITS will be a feature of work programs and planning documentation. The Teacher Specialists will continue to be on the Leadership Team and will be integral to the Professional Learning Forum calendar. The Teacher Specialists have already created the PLF schedule for 2020 and will, using the gradual release of responsibility model, empower staff to take some responsibility for whole school professional development.

	Learning walks began in Term 4 of 2019 and were an excellent vehicle for getting staff to see what their colleagues are doing in their classrooms. Staff were introduced to the 'third classroom' and have demonstrated (through PLF sessions) that they understand the importance of which things in the learning environment enhance learning. The Leadership Team will be timetabling learning walks throughout 2020 to look for consistency of practice. The Teacher Specialists will be available to model practice and to provide feedback to staff through reciprocal classroom visits and professional learning forums. The physical layout of the learning spaces allows all classes in a level to have easy access to each other. This allows for informal learning from each other as well as more formal learning in the form of peer observations. The Wattleview Literacy Portal will continue to be an excellent resource for all staff.
Outcomes	STUDENT For students to continue to set achievable goals towards improving their literacy skills. TEACHER Teachers will continue to implement the Jolly Phonics or Jolly Grammar program (depending on where they are teaching in the school) Teachers will ensure that the 'third classroom' in their learning space has the agreed information on display. Teachers will engage in whole school moderation and will use the exemplar samples when moderating work. LEADERSHIP Will ensure that all Teacher Specialists have time out of the classroom to do their roles. Will engage appropriate staff to be the 'second' person in the grade. (being mindful that some parents do not like the 'shared' classroom model) Wil continue with Learning Walks and Observations Will support graduates with fortnightly meetings, provision of mentors and a strong induction process.
Success Indicators	STUDENTS For students to be able to articulate what they are doing and why. For students to be able to discuss strategies that they use when they come to an unfamiliar word. Student growth -% increase through EA, PAT, Probe and other assessment tools. TEACHERS Will have Learning Walks/Peer observations in their 2020 PDR and will meet this requirement at the end cycle. Use of HITS will be a goal in Teacher 2020 PDR's and will be evidenced in documents (curriculum planners/work programs) Reflections in PDR will discuss the impact of the observations and HITS.

	LEADERSHIP Will conduct learning walks and observations. Will provide opportunities for staff to report back at PLF's in regard to their learning walks. Continue to model teaching strategies and use of available resources. Continue to maintain and build the Literacy Portal.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff to continue to triangulate data in Literacy. Documentation to show consistency within levels and evidence that the assessment and reporting schedule is being followed. Staff to use the school based online system to input data.	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Students to continue to create portfolios (hard copy) and/or digital. Students to continue to participate in 3-way conferences regarding their progress and growth.	☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Continue to maintain and build the literacy portal.	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
A literacy goal will be evident in all teacher's PDR's	☑ School Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Maintain the language intervention program with a major focus on vocabulary.	☑ Literacy Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$49,459.80 ☑ Equity funding will be used
Teachers and students will continue to implement and manage the book box system in their classrooms to ensure ease of access to reading material in a variety of genres.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers (F-6) will introduce the Writer's Notebook in their classrooms. This will be used regularly for students to store thoughts, develop ideas and allow teachers to encourage a passion for writing.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To improve numeracy outcomes and learning growth of all students.
12 Month Target 2.1	By the end of 2020, the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above. By the end of 2020, the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above. By the end of 2020, the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.
12 Month Target 2.2	To increase the PAT Maths average scaled score in each level from: Level 1 - 93.3 to 94 Level 2 - 105 to 106 Level 3 - 114 to 115 Level 4 - 120 to 121 Level 5 - 122 to 123 Level 6 - 127 to 128

KIS 1 Building practice excellence	Build the capacity of all staff to use evidence–based targeted teaching and high impact teaching strategies to maximise numeracy outcomes for every student
Actions	Implement a whole school professional learning day on January 28th 2020. Session 1 Numeracy vs Mathematics Numeracy Literacy Statistics Session 2 Maths vs Literacy in the Classroom Ways to improve visibility of Numeracy Session 4 Investigate Maths sites and demonstration of how they are used in a classroom from F-6. Discuss how this can link to Top Ten F-2 Program. Session 5 Plan for success -look at curriculum planners to ensure that they have : 6 hours of Numeracy, Rich and Authentic Tasks, 4 Proficiencies.
Outcomes	STUDENTS Will co-construct anchor charts and other resources to enhance the 'third teacher'. Will use the point of need websites to improve their mathematical knowledge and understanding. TEACHERS Staff to understand the difference between Numeracy and Mathematics. Staff will be able to view research and statistics to understand the importance of Numeracy Literacy and its impacts on education and everyday life. Staff to understand Student Voice opportunities in developing classroom displays and anchor charts. Staff will be able to apply their knowledge and understanding of Numeracy, Mathematics and Student Voice. Through discussion staff will be able to share the benefits of a consistent program. Staff will contribute to a whole school resource through building sites. LEADERSHIP Will provide opportunities for professional learning forums

Success Indicators	Improved outcomes in student growth in Numeracy and Mathematics. In evidence in classrooms: -Anchor charts co-constructed with students -Mathematics vocabulary walls -Maths toolkits Increased use of the current resources that are available. The number of sites developed will be increased.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Full Day Professional Development - Numeracy and Mathematics January 28th 2020.	☑ Learning Specialist(s) ☑ School Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Continuation of vertical professional learning team - numeracy consisting of F-6 staff and specialist staff.	☑ Learning Specialist(s) ☑ School Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
All staff will have a Numeracy goal as part of their PDR	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To create a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes.
12 Month Target 3.1	In the Attitudes to School Survey in 2020 Student Voice and Agency 75% or above . (Actual 2019 - Yr4 74%, Yr5 - 63 % Yr6- 62%) Aggregated 66%

12 Month Target 3.2	In the Parent Opinion Survey 2020
	Student Voice and Agency to be at 75% or above (74% in 2019)
	School Pride and Confidence to be at 75% or above (77% in 2019)
	High Expectations for success to be at 75% or above (79% in 2018)
	Teacher Communication at 75% or above (52% in 2018)
12 Month Target 3.3	Staff Opinion Survey in 2019 to reflect the following positive endorsements in School Climate and School Leadership.
	Collective Efficacy to be at 80% or above (61% in 2019)
	Academic Emphasis to be at 75% or above (62% in 2019)
	Staff Trust in Colleagues to be at 75% or more (66% in 2019)
	Instructional Leadership to be at 75% or above (81.4% in 2019)
KIS 1 Empowering students and building school pride	Build student voice and agency in their own learning so that • learning is visible • they consistently establish meaningful learning goals • they develop reflective practices and self -assess.
Actions	Students to have a say in the design of all Integrated Studies Units prior to termly Staff Planning Design days Co-constructing Success Criteria with students will be trialled Students will negotiate asssessment and self reflection practices Students' Individual Learning Goals will be developed alongside teachers and will reflect individual pathways based on individual needs. These will be be reviewed regulary, on an individual needs basis Establish a 'Student Voice Team' representative from Levels 1-6 in the First Semester and F-6 in the Second Semester

Outcomes	STUDENTS Learning Intentions and Success Criteria will reflect student voice and agency Seek feedback from teachers and/or peers to improve their individual learning pathway Use reflective practices in their assessments Student Voice Team - A F - 6 Student Voice Team will represent students views across the school STAFF Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning, interests and assessment preferences Design learning activities which incorporate student interests and extend learning beyond the school Continue to develop an understanding of data sets and use them in curriculum direction and design Student Voice Team - Allow and support students to lead whole school events LEADERSHIP Monitor planning documents Schedule PLF sessions for all staff to share data sets and lead discussion about what we notice, what are our wonderings, and next steps Ensure the third teacher is evident and concepts displayed are up to date and relevant across all classrooms Student Voice Team - Assist students to organise themselves and their work around a project that they manage. Schedule regular meetings with the Student Voice Team COMMUNITY Student Voice Team - To allow and provide opportunities for students to lead whole school events To welcome Student Voice Teams at School Council To attend events that allow students to showcase their learning
Success Indicators	Targets as set above Learning will be visible across all classrooms (third teacher) Learning Walks and Talks will identify success by using 5 questions: * What are you learning? Why? * How are you doing? * How do you know? * How can you improve? * Where do you go for help? Student Voice Teams will review 2019 Junior School Council initiatives, and identify focus areas to prioritise efforts for the year.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff Professional Development Plans will reflect, under Professional Knowledge, a goal that focuses on student voice and agency	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Year 5/6 Students will research and deliver daily UV and weather reports	☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Regular meetings held with the Student Voice Team to provide guidance, support and direction.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Building communities	Strengthen engagement with parents and the broader school community.
Actions	Professional Development Plans for 2020 Professional Practice - to create the agreed upon 'third teacher' in individual learning spaces Professional Knowledge - to increase understanding of HITS and be able to articulate how they are used. Professional Engagement - to increase understanding of AMPLIFY and be able to articulate how it is used to improve student voice and agency. Student Outcomes- Literacy and Numeracy goal for cohorts. Engage in Respectful Relationships professional learning to implement Respectful relationships across the school.
Outcomes	STUDENTS Will continue to set learning goals and reflect on their own progress. Students to articulate the meaning of Respectful Relationships and strategies to promote RR.

	TEACHERS Will show evidence of HITS in their documentation. Demonstrate evidence of AMPLIFY in work programs and learning tasks. Will ensure that the 'third teacher is in all learning spaces of the school". Will demonstrate an understanding of Respectful Relationships and how it can be incorporated into our wellbeing curriculum. LEADERSHIP Will organise professional learning times for Respectful Relationships training. Will generate PDP goals, with the staff in the first week of Term 1, 2020. Will make sure that the wider community is aware of the RR program and will disseminate information to the parents.
Success Indicators	Targets as set above. Teachers will be able to discuss HITS and Amplify and will address them during the professional development plans process. Professional Development plans will be evidence of teacher implementation of HITS and AMPLIFY. Parents will have involvement in the RR program through Education Committee and School Council.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Training in Respectful relationships. Establishment of a wellbeing team for the initial implementation of Respectful Relationships.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional development plans will be co-constructed so there is consistency across staff learning.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$49,459.80	$49,459.80
Additional Equity funding	$22,500.00	$2,500.00
Grand Total	**$71,959.80**	**$51,959.80**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Maintain the language intervention program with a major focus on vocabulary.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$49,459.80	$49,459.80
Totals			**$49,459.80**	**$49,459.80**

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Provide additional funds for the Chaplaincy program.	from: Term 1 to: Term 4	☑ Other Chaplain provides a counselling service. Fees are above government funding.	$22,500.00	$2,500.00
Totals			**$22,500.00**	**$2,500.00**

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff to continue to triangulate data in Literacy. Documentation to show consistency within levels and evidence that the assessment and reporting schedule is being followed. Staff to use the school based online system to input data.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Moderated assessment of student learning	☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Continue to maintain and build the literacy portal.	☑ All Staff ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Full Day Professional Development - Numeracy and Mathematics January 28th 2020.	☑ Learning Specialist(s) ☑ School Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Internal staff ☑ Numeracy leader	☑ On-site
All staff will have a Numeracy goal as part of their PDR	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site

All staff Professional Development Plans will reflect, under Professional Knowledge, a goal that focuses around student voice and agency	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Year 5/6 Students will research and deliver daily UV and weather reports	☑ Student(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Regular meetings held with the Student Voice Team to guide, support and direct	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Professional Training in Respectful relationships. Establishment of a wellbeing team for the initial implementation of Respectful Relationships.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled Planning Day	☑ Internal staff ☑ External consultants Respectful Relationships	☑ On-site
Professional development plans will be co-constructed so there is consistency across staff learning.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site