

**2019 Annual Implementation Plan
for improving student outcomes**

Lucknow Primary School (1231)



Submitted for review by Marcus Batt (School Principal) on 18 December, 2018 at 03:01 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 04 February, 2019 at 02:35 PM
Endorsed by Paul Miles (School Council President) on 02 April, 2019 at 09:00 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	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	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>Led by the Assistant Principal and Leading Teacher - Literacy, Lucknow has actively engaged in the Area Reading Strategy. This has resulted in the development of a reading document outlining the essential pedagogical and assessment practices required for teachers P to 6. This document compliments our previously published Writing document which is based on the the 6 Traits + 1 approach. Teachers have engaged in professional learning and coaching to support the effective implementation of the teaching strategies and assessment practices outlined in these documents.</p> <p>Teachers work collaboratively in PLT's to analyse evidence of student learning from Pre and Post common formative assessments, moderated work samples and summative assessments to plan targeted learning opportunities for students. NAPLAN Data indicates that these strategies are having a positive impact. 28% of students achieved high learning growth in in Reading.</p>
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	<p>The appointment of a Numeracy Learning Specialist (NLS) has had a positive impact on pedagogical practice across the school. The Learning Specialist has worked with staff to build teacher knowledge, capacity and confidence to implement a consistent agreed teaching model in Maths. The NLS has led staff to implement problem solving strategies across all year levels, clarified the why and how of Number Talks and embedded them into the daily practice of all classrooms and guided teachers to effectively manage appropriate time on task in Maths lessons. NAPLAN Data indicates that these strategies are having a positive impact. 28% of students achieved high learning growth in Numeracy.</p> <p>Lucknow has further strengthened its positive climate for learning. This is reflected in the ATSS which sees with all factors with an upward trend from 2014 to 2016 - exceeding targets set in the SSP.</p>
<p>Considerations for 2019</p>	<p>The school will:</p> <ul style="list-style-type: none"> - Appoint a Literacy Learning Specialist - Continue to facilitate Professional Learning and Coaching to embed high impact teaching strategies and an agreed pedagogical model across the school. - Use the SPA to track individual student and whole school progress - Continue to embed the use of Student Learning Portfolios from P to 6 - Work as a Professional Learning Community to collaboratively reflect on learning outcomes and teaching strategies through a continuous cycle of inquiry. <p>Embed targeted feedback as a key enabler of:</p> <ul style="list-style-type: none"> - student learning growth, - student voice, - student agency, - personalised learning goals and - teacher reflection. <p>George Telford will continue to work as the school's Critical Friend and facilitator of professional learning, based on evidence of practice from classroom observations and school goals and priorities.</p>

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	To maximise academic outcomes and learning growth for all students.
Target 1.1	<i>By 2022 30% of Year 3 and Year 5 students will be assessed in the top two bands in NAPLAN Reading, Writing and Numeracy</i>
Target 1.2	<i>By 2022 the percentage of Year 5 students showing medium and high learning growth in NAPLAN Reading, Writing and Numeracy will be at 85%</i>
Target 1.3	By 2022 90% of able students will achieve their targeted level of Fountas and Pinnell in accord with their year level in Reading.
Target 1.4	By 2022 teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number
Target 1.5	By 2022 90% of able students will achieve their targeted level in Number, based on a whole school common assessment tool.

Key Improvement Strategy 1.a Curriculum planning and assessment	Collect, share and analyse purposeful data across the school to maximise knowledge and partnership between teachers and students to drive school improvement (CPA)
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to consolidate and implement a whole school instructional framework that incorporates identified teaching strategies and practices that are consistently applied. (BPE)
Key Improvement Strategy 1.c Building leadership teams	Clarify and implement collective roles and responsibilities for all staff and students to embed an effective learning community. (BTL)
Goal 2	To empower students as partners who actively engage in learning to a high level.
Target 2.1	By 2022 differentiated learning and challenge to reach the 50th percentile
Target 2.2	By 2022 improve learning confidence to reach the 50th percentile
Target 2.3	By 2022 improve self–regulation and goal setting to reach the 40th percentile
Key Improvement Strategy 2.a	Develop and embed processes and practices of effective feedback to, from and between the students. (ESP)

Empowering students and building school pride	
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop and establish a common language and understandings around learning and thinking about the learning process (EPI)
Key Improvement Strategy 2.c Empowering students and building school pride	Develop staff, student capacity to work as partners in learning to support a rich learning culture (ESP)
Key Improvement Strategy 2.d Parents and carers as partners	Encourage and assist parents to participate as partners in student learning (PCP)
Goal 3	Improve and embed transparent structures and processes to drive continuous school improvement in student learning, engagement and wellbeing.
Target 3.1	<i>By 2022 Leadership section of SSS to remain above 80 per cent positive responses.</i>
Target 3.2	<i>By 2022 the staff Professional Development Plan (PDP) goals will accurately align with the Annual Implementation Plan (AIP) outcomes and will be reviewed against these.</i>
Target 3.3	<i>By 2022 role clarity of all staff will be understood and this section of the SSS will remain above 90%.</i>

Key Improvement Strategy 3.a Vision, values and culture	Develop a shared vision that is actioned by staff practice and driven by the school strategic goals (VVC)
Key Improvement Strategy 3.b Building leadership teams	Improve and embed transparent structures, processes roles and responsibilities across the school (BLT)
Key Improvement Strategy 3.c Instructional and shared leadership	Develop capacity and skills in staff and students to effectively share leadership across the school.(ISL)
Key Improvement Strategy 3.d Vision, values and culture	Apply consistent expectations and practices of all staff in regard to whole school planning, data sharing and record keeping. (VVC)

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 academic outcomes and learning growth for all students.	Yes	<i>By 2022 30% of Year 3 and Year 5 students will be assessed in the top two bands in NAPLAN Reading, Writing and Numeracy</i>	In 2019, increase the number of Year 5 students from 15% to 20% in the the top two bands in NAPLAN Writing
		<i>By 2022 the percentage of Year 5 students showing medium and high learning growth in NAPLAN Reading, Writing and Numeracy will be at 85%</i>	In 2019 the percentage of Year 5 students showing medium and high learning growth will increase in NAPLAN Reading 73% to 76%; Writing 75% to 78% and Numeracy 78% to 81%
		By 2022 90% of able students will achieve their targeted level of Fountas and Pinnell in accord with their year level in Reading.	In 2019 every student in the school will be assessed using Fountass and Pinnell benchmarking.

		By 2022 teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number	Teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number
		By 2022 90% of able students will achieve their targeted level in Number, based on a whole school common assessment tool.	In 2019 every student in the school will be assessed using a common assessment tool.
To empower students as partners who actively engage in learning to a high level.	Yes	By 2022 differentiated learning and challenge to reach the 50th percentile	In 2019 improve the number of positive student responses about differentiated learning and challenge by 10%
		By 2022 improve learning confidence to reach the 50th percentile	In 2019 improve the number of positive student responses about learning confidence by 10%
		By 2022 improve self-regulation and goal setting to reach the 40th percentile	In 2019 improve the number of positive student responses about

			self-regulation and goal setting by 10%
Improve and embed transparent structures and processes to drive continuous school improvement in student learning, engagement and wellbeing.	Yes	<i>By 2022 Leadership section of SSS to remain above 80 per cent positive responses.</i>	In 2019 improve the number of positive staff responses to the leadership section of the SSS by 10%
		<i>By 2022 the staff Professional Development Plan (PDP) goals will accurately align with the Annual Implementation Plan (AIP) outcomes and will be reviewed against these.</i>	In 2019 staff PDP goals will accurately align with and be reviewed against AIP targets and outcomes
		<i>By 2022 role clarity of all staff will be understood and this section of the SSS will remain above 90%.</i>	Explicit role clarity will be developed for PLT Leaders in 2019.

Goal 1	To maximise academic outcomes and learning growth for all students.
12 Month Target 1.1	In 2019, increase the number of Year 5 students from 15% to 20% in the the top two bands in NAPLAN Writing
12 Month Target 1.2	In 2019 the percentage of Year 5 students showing medium and high learning growth will increase in NAPLAN Reading 73% to 76%; Writing 75% to 78% and Numeracy 78% to 81%
12 Month Target 1.3	In 2019 every student in the school will be assessed using Fountass and Pinnell benchmarking.

12 Month Target 1.4	Teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number	
12 Month Target 1.5	In 2019 every student in the school will be assessed using a common assessment tool.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Collect, share and analyse purposeful data across the school to maximise knowledge and partnership between teachers and students to drive school improvement (CPA)	Yes
KIS 2 Building practice excellence	Build teacher capacity to consolidate and implement a whole school instructional framework that incorporates identified teaching strategies and practices that are consistently applied. (BPE)	Yes
KIS 3 Building leadership teams	Clarify and implement collective roles and responsibilities for all staff and students to embed an effective learning community. (BTL)	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.	As a PLC school, we use purposeful data or learning evidence to understand what is going on for our learners so that teachers can focus their instructional practice to make the greatest impact on student learning.	
Goal 2	To empower students as partners who actively engage in learning to a high level.	
12 Month Target 2.1	In 2019 improve the number of positive student responses about differentiated learning and challenge by 10%	

12 Month Target 2.2	In 2019 improve the number of positive student responses about learning confidence by 10%	
12 Month Target 2.3	In 2019 improve the number of positive student responses about self–regulation and goal setting by 10%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop and embed processes and practices of effective feedback to, from and between the students. (ESP)	Yes
KIS 2 Setting expectations and promoting inclusion	Develop and establish a common language and understandings around learning and thinking about the learning process (EPI)	Yes
KIS 3 Empowering students and building school pride	Develop staff, student capacity to work as partners in learning to support a rich learning culture (ESP)	Yes
KIS 4 Parents and carers as partners	Encourage and assist parents to participate as partners in student learning (PCP)	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.	We are working with George Telford to embed high level, targeted feedback to and between students about their learning achievements and future goals. This is also intended to encourage students to see themselves as active partners in their learning who can accurately articulate their learning journey	

Goal 3	Improve and embed transparent structures and processes to drive continuous school improvement in student learning, engagement and wellbeing.	
12 Month Target 3.1	In 2019 improve the number of positive staff responses to the leadership section of the SSS by 10%	
12 Month Target 3.2	In 2019 staff PDP goals will accurately align with and be reviewed against AIP targets and outcomes	
12 Month Target 3.3	Explicit role clarity will be developed for PLT Leaders in 2019.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Develop a shared vision that is actioned by staff practice and driven by the school strategic goals (VVC)	Yes
KIS 2 Building leadership teams	Improve and embed transparent structures, processes roles and responsibilities across the school (BLT)	Yes
KIS 3 Instructional and shared leadership	Develop capacity and skills in staff and students to effectively share leadership across the school.(ISL)	Yes
KIS 4 Vision, values and culture	Apply consistent expectations and practices of all staff in regard to whole school planning, data sharing and record keeping. (VVC)	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,	The school's vision underpins our work as a PLC. The role clarity of PLT Leaders will be further developed in 2019 to enhance the capacity of our leaders. Staff from Lucknow will work collaboratively schools from across the Network as a PLC Link School.	

and the diagnosis of issues requiring particular attention.

Define Actions, Outcomes and Activities

Goal 1	To maximise academic outcomes and learning growth for all students.
12 Month Target 1.1	In 2019, increase the number of Year 5 students from 15% to 20% in the the top two bands in NAPLAN Writing
12 Month Target 1.2	In 2019 the percentage of Year 5 students showing medium and high learning growth will increase in NAPLAN Reading 73% to 76%; Writing 75% to 78% and Numeracy 78% to 81%
12 Month Target 1.3	In 2019 every student in the school will be assessed using Fountass and Pinnell benchmarking.
12 Month Target 1.4	Teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number
12 Month Target 1.5	In 2019 every student in the school will be assessed using a common assessment tool.
KIS 1 Curriculum planning and assessment	Collect, share and analyse purposeful data across the school to maximise knowledge and partnership between teachers and students to drive school improvement (CPA)
Actions	<p>PLT Leaders and their team will embed a rigorous Teaching and Learning Inquiry Cycle that relentlessly focuses on student learning growth. They will use evidence to determine what they will do to have the greatest impact on student learning. They will be able to identify what teaching strategies are working, what needs to change and how to find out more.</p> <p>LITERACY</p> <ul style="list-style-type: none"> • Develop a consistent understanding of teaching approaches for reading • Build teacher capacity in teaching approaches for reading (Guided Reading, Reciprocal Reading, Literature Circles, Scaffolding Literacy, etc.) • Implement a consistent approach to Independent Reading across the school • Continue to embed the 6 Traits + 1 writing approach • PLCs to track and monitor individual students, subgroups and whole school progress

	<ul style="list-style-type: none"> • PLCs to become effective at using a wide range of data for improvement • Continue to engage in the Area Reading Strategy • Implement a literacy intervention across the school • Develop digital resources to support teacher professional learning, student understanding and parent engagement in Literacy <p>NUMERACY</p> <ul style="list-style-type: none"> • Number Talks are delivered daily and teachers will make visible student thinking (understanding and reasoning) in mathematics • Big Ideas drive teaching and learning sequences • Explicit teaching is a consequence of problem solving tasks • Mathematics is to be taught in context. <p>Number and Algebra is to be continuously revisited throughout the year and taught within and through Measurement & Geometry and Statistics & Probability contexts</p> <ul style="list-style-type: none"> • PLCs to track and monitor individual students, subgroups and whole school progress • PLCs to become effective at using a wide range of data for improvement • Develop students' reasoning, fluency, problem solving skills and understanding. • Build student agency through goal setting. • Develop digital resources to support teacher professional learning, student understanding and parent engagement in Numeracy
Outcomes	<p>The actions will further embed the skills and dispositions of our staff as members of a PLC. Teacher pedagogical knowledge will continue to develop and learning engagements will focus on student needs. Students will find their learning to be stimulating and appropriately challenging.</p> <p>LITERACY</p> <p>Instructional Leaders will:</p> <ul style="list-style-type: none"> • provide resources and professional reading on teaching approaches for PLCs to use in their Inquiry Cycle • lead teacher Professional Learning • Employ evidence based literacy intervention • Develop digital resources

	<p>Teachers will:</p> <ul style="list-style-type: none"> • engage with the professional reading and share their findings at a whole-staff PL • plan reading lessons that encourage critical thinking and comprehension • facilitate student access to engaging quality texts • Plan lessons to enable students to effectively utilise the 6 Traits + 1 writing strategies • identify students who would benefit from literacy intervention <p>Students will:</p> <ul style="list-style-type: none"> • engage positively in daily reading • demonstrate progress in their reading and comprehension ability • demonstrate progress in their ability to embed: ideas, voice, word choice and fluency into their writing <p>NUMERACY</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop digital resources • provide resources and professional reading on teaching approaches for PLCs to use in their Inquiry Cycle • lead teacher Professional Learning • Model evidence based teaching strategies in numeracy <p>Teachers will:</p> <ul style="list-style-type: none"> • Ensure that 1.5 hours of maths is delivered every day • engage positively in daily maths activities • demonstrate progress in their reading ability <p>Students will:</p> <ul style="list-style-type: none"> • engage positively in daily maths lessons • demonstrate progress in their ability to apply and explain their reasoning in number talks • utilise a range of strategies to solve complex Maths problems
<p>Success Indicators</p>	<p>Evidence from:</p> <p>Common Formative Assessments and Summative Assessments</p> <p>Work samples and moderation outcomes</p> <p>Coaching and Classroom observations</p> <p>PLT meeting minutes</p>

	Evidence from the Inquiry Challenge AToS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create time for PLTs to meet weekly and for PLT leaders to embed a rigorous Teaching and Learning Inquiry Cycle	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity to consolidate and implement a whole school instructional framework that incorporates identified teaching strategies and practices that are consistently applied. (BPE)			
Actions	PLT Leaders and their team will embed a rigorous Teaching and Learning Inquiry Cycle that relentlessly focuses on student learning growth. They will use evidence to determine what they will do to have the greatest impact on student learning. They will be able to identify what teaching strategies are working, what needs to change and how to find out more.			
Outcomes	The actions will further embed the skills and dispositions of our staff as members of a PLC. Teacher pedagogical knowledge will continue to develop and learning engagements will focus on student needs. All teachers will adopt a common lesson sequence when teaching Literacy and Numeracy that is appropriate to their year level and student needs. Feedback will become an intrinsic part of Literacy and Numeracy lessons Students will find their learning to be stimulating and appropriately challenging.			
Success Indicators	Evidence from: Common Formative Assessments and Summative Assessments Work samples and moderation outcomes Coaching and Classroom observations			

	PLT meeting minutes Evidence from the Inquiry Challenge AToS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student learning evidence will guide a whole school instructional framework that incorporates HITs and practice principles that are consistently applied.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum Teams will facilitate teacher professional learning at weekly meetings	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To empower students as partners who actively engage in learning to a high level.			
12 Month Target 2.1	In 2019 improve the number of positive student responses about differentiated learning and challenge by 10%			
12 Month Target 2.2	In 2019 improve the number of positive student responses about learning confidence by 10%			
12 Month Target 2.3	In 2019 improve the number of positive student responses about self-regulation and goal setting by 10%			
KIS 1 Empowering students and building school pride	Develop and embed processes and practices of effective feedback to, from and between the students. (ESP)			

Actions	<p>Establish high level norms and practices that will embed feedback to, from and between students in a consistent manner in all classrooms.</p> <p>Continue to engage in professional learning with George Telford to embed high quality targeted feedback</p> <p>Refine students' Learning Journey books to accurately reflect students' progress and their ownership of their learning achievements and learning goals</p>			
Outcomes	<p>Teachers are skilled in facilitating high quality effective feedback to, from and between the students in all classrooms.</p> <p>Students can talk confidently about what is going on in their learning and where they need to go next.</p> <p>Learning Journey books are rich sources of learning evidence</p> <p>Students can talk about their learning</p>			
Success Indicators	<p>Evidence from classroom observations</p> <p>Data that captures student learning growth - NAPLAN and Teacher Judgement</p> <p>Evidence from Learning journey books</p> <p>Student work samples</p> <p>Evidence from the Attitude to School survey</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Establish high level norms and practices that will embed feedback to, from and between students in a consistent manner in all classrooms.</p> <p>Refine students' Learning Journey books to accurately reflect students' progress and their ownership of their learning achievements and learning goals</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
KIS 2 Setting expectations and promoting inclusion	<p>Develop and establish a common language and understandings around learning and thinking about the learning process (EPI)</p>			

Actions	<p>PLT Leaders and their team will embed a rigorous Teaching and Learning Inquiry Cycle that relentlessly focuses on student learning growth.</p> <p>They will use evidence to determine what they will do to have the greatest impact on student learning.</p> <p>They will be able to identify what teaching strategies are working, what needs to change and embed high quality feedback in their classrooms.</p>			
Outcomes	<p>Teachers and students work together as partners in learning and this is captured in the students' Learning Journey books</p> <p>Student voice and agency is evident in all classrooms.</p>			
Success Indicators	<p>Evidence from classroom observations</p> <p>Data that captures student learning growth - NAPLAN and Teacher Judgement</p> <p>Evidence from Learning journey books</p> <p>Student work samples</p> <p>Evidence from the Attitude to School survey</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coaching, professional learning and feedback is embedded into our weekly practice	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Develop staff, student capacity to work as partners in learning to support a rich learning culture (ESP)			
Actions	<p>Teachers will use student learning evidence to determine what they will do to have the greatest impact on student learning.</p> <p>They will embed high quality feedback to, from and between the students in their classrooms.</p>			

Outcomes	Teachers and students work together as partners in learning. Student voice and agency is evident in all classrooms.			
Success Indicators	Evidence from classroom observations Data that captures student learning growth - NAPLAN and Teacher Judgement Evidence from Learning journey books Evidence from the Attitude to School survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students are supported to provide structured feedback to teachers	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Parents and carers as partners	Encourage and assist parents to participate as partners in student learning (PCP)			
Actions	Develop digital resources to enable parents to access key classroom lessons so that they can better understand what, why and how their children are learning and how they can support their children's learning. Establish student led 3 way conferences in place of the traditional parent teacher night. Develop formal opportunities for students to share their learning with parents eg. open nights			
Outcomes	Parent engagement in their child's learning is enhanced by technology. Parents have a better understanding of their children's learning goals			

Success Indicators	Parent feedback, parent engagement Parent opinion survey Regular parent and student access to teacher developed online learning resources			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Classroom lessons are recorded and uploaded to the school's website.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Improve and embed transparent structures and processes to drive continuous school improvement in student learning, engagement and wellbeing.			
12 Month Target 3.1	In 2019 improve the number of positive staff responses to the leadership section of the SSS by 10%			
12 Month Target 3.2	In 2019 staff PDP goals will accurately align with and be reviewed against AIP targets and outcomes			
12 Month Target 3.3	Explicit role clarity will be developed for PLT Leaders in 2019.			
KIS 1 Vision, values and culture	Develop a shared vision that is actioned by staff practice and driven by the school strategic goals (VVC)			
Actions	Re-visit the schools mission and vision to make connections with our work as a PLC and our common pedagogical practice Unpack the School Strategic Plan and the Annual Implementation Plan with all staff. Link staff PDP goals with the targets and goals of the AIP			
Outcomes	There will be clarity, shared vision and collegiate sense of purpose and responsibility to focus on the school's strategic goals			

Success Indicators	Data from the Staff opinion survey All staff achieving their PDP goals which accurately align with the AIP targets and outcomes			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Clearly outline and discuss the SSP and AIP at the 2019 staff induction.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building leadership teams	Improve and embed transparent structures, processes roles and responsibilities across the school (BLT)			
Actions	Develop refined role descriptions for PLT leaders to enhance role clarity, responsibilities and areas of authority			
Outcomes	Clearer understanding about the role, responsibility and accountability of the PLT leader			
Success Indicators	Collaboratively developed, documented and published role description for PLT leaders			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
A documented and published role description for PLT leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 3	Develop capacity and skills in staff and students to effectively share leadership across the school.(ISL)			

Instructional and shared leadership				
Actions	Further develop middle leaders capacity Foster the disposition that all teachers are leaders of learning Explicitly align teaching and additional duties to the teaching classification Provide training and support for teachers and students to effectively undertake their leadership roles			
Outcomes	Enhanced capacity and clarity around roles and responsibilities for staff and students Staff PDP goals align with AIP goals			
Success Indicators	Improved Attitude to School Survey data Increased student participation in leadership duties Successful PDP outcomes for staff			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide training and support for teachers and students to effectively undertake their leadership roles	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Vision, values and culture	Apply consistent expectations and practices of all staff in regard to whole school planning, data sharing and record keeping. (VVC)			
Actions	PLT Leaders and their team will embed a rigorous Teaching and Learning Inquiry Cycle that relentlessly focuses on student learning growth. They will use evidence to determine what they will do to have the greatest impact on student			

	learning. They will record student learning evidence in SPA and analyse the evidence to identify what teaching strategies are working, what needs to change and how to find out more.			
Outcomes	<p>Data is only collected if it is meaningful and useful</p> <p>Data is used for planning</p> <p>Data informs what High Impact Teaching Strategies and Practice Principles are most effective</p> <p>Staff are committed to punctually uploading their data in SPA</p> <p>Staff have analysed the data before the PLT meeting so the PLT time can be used effectively to address learning issues</p>			
Success Indicators	<p>Evidence from:</p> <p>Common Formative and Summative Assessments</p> <p>Work samples and moderation outcomes</p> <p>Coaching and Classroom observations</p> <p>PLT meeting minutes</p> <p>Evidence from the Inquiry Challenge</p> <p>AToS</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLT Leaders have high expectations of team members to work collaboratively to develop norms and actions that will scaffold the team to pursue high learning growth for all students.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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	\$130,000.00	0.00
Additional Equity funding	\$150,000.00	\$150,000.00
Grand Total	\$280,000.00	\$150,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Create time for PLTs to meet weekly and for PLT leaders to embed a rigorous Teaching and Learning Inquiry Cycle	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)	\$100,000.00	\$100,000.00
Curriculum Teams will facilitate teacher professional learning at weekly meetings	from: Term 1 to: Term 4		\$10,000.00	
Establish high level norms and practices that will embed feedback to, from and between students in a consistent manner in all classrooms.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00

Refine students' Learning Journey books to accurately reflect students' progress and their ownership of their learning achievements and learning goals	to: Term 4			
Coaching, professional learning and feedback is embedded into our weekly practice	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)	\$10,000.00	\$10,000.00
Totals			\$130,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$40,000.00	\$40,000.00
Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$45,000.00	\$45,000.00
Learning intervention and extension	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$65,000.00	\$65,000.00
Totals			\$150,000.00	\$150,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Create time for PLTs to meet weekly and for PLT leaders to embed a rigorous Teaching and Learning Inquiry Cycle	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Student learning evidence will guide a whole school instructional framework that incorporates HITs and practice principles that are consistently applied.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Curriculum Teams will facilitate teacher professional learning at weekly meetings	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Demonstration lessons			
<p>Establish high level norms and practices that will embed feedback to, from and between students in a consistent manner in all classrooms.</p> <p>Refine students' Learning Journey books to accurately reflect students' progress and their ownership of their learning achievements and learning goals</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants George Telford	<input checked="" type="checkbox"/> On-site
<p>Coaching, professional learning and feedback is embedded into our weekly practice</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Students are supported to provide structured feedback to teachers</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<p>from: Term 1 to: Term 4</p>	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants George Telford	<input checked="" type="checkbox"/> On-site

<p>Provide training and support for teachers and students to effectively undertake their leadership roles</p>	<p>✔ Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<p>✔ Collaborative Inquiry/Action Research team ✔ Curriculum development ✔ Student voice, including input and feedback</p>	<p>✔ Whole School Pupil Free Day ✔ Professional Practice Day ✔ Timetabled Planning Day ✔ Network Professional Learning ✔ PLC/PLT Meeting</p>	<p>✔ External consultants GRIP student leadership conference ✔ Departmental resources Bastow</p>	<p>✔ Off-site Bastow</p>
<p>PLT Leaders have high expectations of team members to work collaboratively to develop norms and actions that will scaffold the team to pursue high learning growth for all students.</p>	<p>✔ PLT Leaders</p>	<p>from: Term 1 to: Term 4</p>	<p>✔ Planning ✔ Formalised PLC/PLTs ✔ Demonstration lessons</p>	<p>✔ Professional Practice Day ✔ PLC/PLT Meeting</p>	<p>✔ PLC Initiative</p>	<p>✔ On-site</p>