

2019 Annual Implementation Plan

for improving student outcomes

Belvedere Park Primary School (4902)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

Belvedere Park Primary School (4902)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Embedding	
	Curriculum planning and assessment	Evolving moving towards Embedding	
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	
	Evaluating impact on learning	Evolving moving towards Embedding	
Professional leadership	Building leadership teams	Evolving moving towards Embedding	
	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	Evolving moving towards Embedding	
	Global citizenship	Evolving moving towards Embedding	
	Networks with schools, services and agencies	Evolving moving towards Embedding	
	Parents and carers as partners	Emerging moving towards Evolving	

Enter your reflective comments	<p>Excellence in Teaching and Learning remains our priority. Our constant focus over recent years is building practice excellence and curriculum knowledge while embedding assessment practices within the teaching and learning. We believe we are now seeing the cumulative effect of a strong whole school strategic, evidence based approach in the delivery of the Victorian Curriculum. Teachers have a clear line of sight vertically through our school, emphasising the building of skills and strategies in the learning of literacy and numeracy. We have built effective teams who monitor their own professional learning needs and suggest the content of professional learning. A strong program of professional learning has been extended during the latter stages of 2018 with Clinical Psychologist Andrew Fuller and Numeracy Consultant Brenda Botterill joining our team for 2019. An introductory session with Andrew Fuller held during term 4 2018 was pivotal in instigating a renewed focus on inclusive education practices. We have continued throughout 2018 to provide staff with small group and individual access to Educational Consultant Lyn Watts. The program focus has been on coaching and modelling with time provided 1:1 for each staff member to meet with Lyn to expand the use of personalised professional learning. We employed a Learning Specialist in 2018. The role of the LS was to drive the development of an engaging Integrated</p>
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	<p>learning program with a focus on science. A major emphasis within this was the development assessment scales linked to the units of work at each level with a view to increasing the voracity of the intent of each lesson and to provide an accurate method of assessing student progress. This work is enabling the children to have a voice in their learning and further build the positivity of our environment. Expectations for learning in science are now well defined for year one of the two year integrated curriculum cycle.</p>
<p>Considerations for 2020</p>	<p>In 2018 our NAPLAN results for % high relative growth across the focus areas of Numeracy, Reading and Spelling exceeded our targets substantially and across all 5 areas were at or above like schools and the State. The % students in the top two bands increased across the focus areas of Numeracy, Reading and Spelling at year 3 and year 5. The challenge will be to continue the improving trend of past years.</p> <p>Excellence in Teaching and Learning will remain our priority. In addition we will be adding value to the manner in which our children experience school by engaging in professional learning focussed on our school climate, particularly as it pertains to inclusivity. The engagement of Clinical Psychologist Andrew Fuller for a number of whole staff and small group sessions throughout 2019 will provide staff with a comprehensive understanding of how and why children think and behave the way they do and what teachers/schools can do to potentiate greater success for all learners.</p> <p>Hands on numeracy will be expanded through our employment of Numeracy Consultant Brenda Botterill who will focus on modelling numeracy teaching using the Belvedere Park Primary School scope and sequence/unit planners as a guide. Her work will begin in the junior school and be expanded in the second semester to years 3/4.</p> <p>In semester 2, 2018 we began community cooking sessions. Children invited their parents to cook with them in our create facility. The sessions were a huge hit with children and parents alike, further building community engagement in learning and the building of our learning community.</p> <p>As our school enrolment grows, we will need to refocus our work on the maintenance of our welcoming, friendly environment and on interpersonal relationships. We set high expectations for student learning, behaviour and inclusivity right across our community so the work we will be doing with Andrew Fuller will expand what we offer in this important area.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.
Target 1.1	<ul style="list-style-type: none">• <i>The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and SATs and NAPLAN PAT. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.</i> <p>Improvements in NAPLAN Relative Growth data ie:</p> <ul style="list-style-type: none">• Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading to 25%• Increase the % of Year 3-5 students making <i>high</i> relative growth in Spelling to 25%• Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy to 33% <p>An increase in the percentage of year 3 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none">• Numeracy from 41.1% (2017)• Reading from 49.1% (2017)• Writing from 47% (2017) <p>An increase in the percentage of year 5 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none">• Numeracy from 18% (2017)• Reading from 22.5% (2017)• Writing from 15.8% (2017) <p>Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year’s growth in a 12 month period.</p> <p>Higher level of proficiency on the FISO continuum for Building Practice Excellence</p>

Key Improvement Strategy 1.a Curriculum planning and assessment	Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing.
Goal 2	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.
Target 2.1	An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings.
Key Improvement Strategy 2.a Building practice excellence	<ul style="list-style-type: none"> Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach.
Goal 3	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.
Target 3.1	Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%.
Key Improvement Strategy 3.a Curriculum planning and assessment	<ul style="list-style-type: none"> Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.	Yes	<ul style="list-style-type: none"> • <i>The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and S PAT. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.</i> <p>Improvements in NAPLAN Relative Growth data ie:</p> <ul style="list-style-type: none"> • Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading to 25% • Increase the % of Year 3-5 students making <i>high</i> relative growth in Spelling to 25% • Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy to 33% <p>An increase in the percentage of year 3 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none"> • Numeracy from 41.1% (2017) • Reading from 49.1% (2017) • Writing from 47% (2017) <p>An increase in the percentage of year 5 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none"> • Numeracy from 18% (2017) • Reading from 22.5% (2017)

- Writing from 15.8% (2017)

Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year’s growth in a 12 m period.

Higher level of proficiency on the FISO continuum for Building Practice Excellence

To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.	Yes	An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings.
To achieve improved learning outcomes in Science through the provision	Yes	Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%.

of a quality integrated inquiry program.		
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Goal 1	To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.	
12 Month Target 1.1	<p>NAPLAN Relative Growth Maintain High Reading Growth > 35% Increase High Spelling Growth > 26% Consolidate High Numeracy Growth - 32%</p> <p>Increase the percentage of year 3 students achieving in the top two NAPLAN Bands.</p> <p>Numeracy from 41.4% in 2018 Reading from 51% in 2018 Writing from 49% in 2018</p> <p>Increase the percentage of year 5 students achieving in the top two NAPLAN Bands.</p> <p>Numeracy from 31.5% in 2018 Reading from 36.6% in 2018 Writing from 18.1% in 2018</p> <p>Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year’s growth in a 12 month period.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our 2017 School Review (Peer) clearly acknowledged the strength of our professional learning program and the high degree to which staff implemented their learning, developing a strong whole school curriculum and pedagogy based on student need, evidence based strategies and an increasing focus on standardised academic testing. School, teacher and classroom practices were reflective of the FISO Improvement model however, it was noted that staff would benefit from further development in this area. School data clearly indicated consecutive years of growth in student learning outcomes however attainment remained around State levels. In addition, during the data collection phase of the review, the children clearly indicated a desire to have greater say in their writing development. They noted that while their teachers collaborated with them to set very clear reading goals, this intensity of practice was not so evident in the teaching and learning of writing. This is evident in the percentage of year 5 students achieving in the top two NAPLAN bands - this is our lowest performing area with only 18.1% in 2018. In 2016 we adopted the VOICES writing strategy and in 2017/18 added further strategies from the VCOP model. In 2019 we will amplify our work in this area through targeted teaching of the VOICES/VCOP strategies, working with the children to set learning goals and continued moderation of writing samples to ensure the accuracy of assessment. Children will move towards goal setting with a similar veracity as the setting of learning goals in reading.</p>	
<p>Goal 2</p>	<p>To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.</p>	
<p>12 Month Target 2.1</p>	<p>Increase the percentage of students receiving A and B ratings with a view to establishing a minimum of 25% of students achieving this rating.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Building practice excellence</p>	<ul style="list-style-type: none"> Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach. 	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The proficiency scales for student assessment of science learning outcomes will be progressively completed throughout 2019. While the level of professional learning specifically targeted at the science curriculum will not be increased until 2020, teachers will focus in their PLTs on developing the differentiated science curriculum and its delivery.</p>	
<p>Goal 3</p>	<p>To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.</p>	

12 Month Target 3.1	<p>Effective Teaching Time The percentage score for boys across years 4-6 is lower than for girls The target score for boys at each year level is 90%</p> <p>Differentiated Learning Challenge The target percentage score overall (boys and girls) is 90% in 2019</p> <p>Stimulating Learning The target percentage score overall (boys and girls) is 90% in 2019. The target percentage score for year 6 girls is >80% in 2019.</p> <p>Classroom Behaviour The target percentage score overall (boys and girls) is 90%. The target percentage score for year 4 girls is >80% in 2019.</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students. 	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 Review emphasised the importance of continuous improvement in student learning outcomes not only through the delivery of great content and effective teaching strategies but through developing greater differentiation of the curriculum targeted at student need. We know from the student survey that while our scores are generally between 80% and 90% positive support, we could further improve this through a renewed focus on Effective Teaching Time, Differentiated Learning Challenge and Stimulating Learning. Year 4 girls indicate the lowest score for Classroom Behaviour. While some of this is as a result of issues within the cohort, it is pertinent to note that further "upstream intervention" at this level would assist the children to feel less affected by classroom behaviour of others and more able to manage relationships and learning in a proactive manner. To support improved learning outcomes we will focus on providing the staff with increased professional development around how children learn and why individuals act in particular ways given specific circumstances. To this end we have employed Andrew Fuller (Clinical Psychologist) for a total of 6 sessions across the year,	

Define Actions, Outcomes and Activities

Goal 1	To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.
12 Month Target 1.1	<p>NAPLAN Relative Growth Maintain High Reading Growth > 35% Increase High Spelling Growth > 26% Consolidate High Numeracy Growth - 32%</p> <p>Increase the percentage of year 3 students achieving in the top two NAPLAN Bands.</p> <p>Numeracy from 41.4% in 2018 Reading from 51% in 2018 Writing from 49% in 2018</p> <p>Increase the percentage of year 5 students achieving in the top two NAPLAN Bands.</p> <p>Numeracy from 31.5% in 2018 Reading from 36.6% in 2018 Writing from 18.1% in 2018</p> <p>Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year's growth in a 12 month period.</p>
KIS 1 Curriculum planning and assessment	Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing.
Actions	<ul style="list-style-type: none"> * Utilise the School Leader's Guide to Improving Literacy and Numeracy Outcomes. * Strengthen the use of formative assessment, including student feedback to identify student achievement level and future learning required to demonstrate improvement in writing. * Strengthen the use of feedback to improve student learning outcomes. * Strengthen student input into their own learning including the use of goal setting in writing. * Develop genre/text type scope and sequence to ensure adequate time is allocated to each text type as children move through the school. * Utilise the HITS in all curriculum planning, with emphasis on multiple exposures and worked examples to clearly demonstrate the

	<p>success criteria of any writing task. * Utilise the HITS in all curriculum planning, with emphasis on multiple exposures and worked examples to clearly demonstrate the success criteria of any (worded) mathematics task.</p>			
Outcomes	<p>If the actions have been successfully implemented the children will: * Work in a highly differentiated manner to address learning strengths and weaknesses. * Achieve consistently improving outcomes in writing - increasing number in top two band/decreasing number in bottom two bands. * Achieve consistently maintained or improving outcomes in writing high relative growth result. * Complete more rigorous writing evaluation leading to improved student learning outcomes.</p> <p>If the actions have been successfully implemented the staff will: * Continue to develop greater knowledge of the learning data in writing associated with each child and how to use this to continuously improve student learning outcomes. * Continue to make relevant the information reported to parents in both written reports and during interviews. * Demonstrate greater coherence in curriculum planning across the school, further enabling a clear line of site from F - 6.</p> <p>If the actions have been successfully implemented the leaders will: * Further develop a whole school understanding of student learning growth in writing (and beyond) over consecutive years. * Improve planning for the use of resources including the purchase of materials and technology focussed on student need. * Instigate professional learning for staff that is targeted and student and staff need. * Implement PLTs with a bias towards action resulting from an understanding of the full suite of assessment resourcing.</p> <p>If the actions have been successfully implemented the community will: * Develop a greater understanding of the progress of its children. * Be able to participate more effectively as partners in the education of its children.</p>			
Success Indicators	<p>NAPLAN Data Service: Item analysis report/criteria report Number in top two bands yrs 3 and 5 Number in bottom two bands yrs 3 and 5</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ educational consultants (Lyn Watts and Brenda Botterill) and implement a professional learning work plan focussing on: Consistency of practice.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

Targeted assessment. Differentiated learning tasks with a focus on writing. The setting of achievable goals.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Establish scope and sequence for genre/text type and the assessment of this. This work is to be completed in line with our core curriculum planning documents and will be completed during Unit planning times. Our Educational Consultant and Literacy Leader will coordinate the process to ensure this aligns with our whole school curriculum planning.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish the manner in which data is recorded using Accelerus, how the data will be used and how this will be incorporated with the PDP. This work is to be completed during Unit meeting times and in line with our core curriculum planning documents and will be completed during Unit planning times. Our Educational Consultant and Literacy Leader will coordinate the process to ensure this aligns with our whole school curriculum planning.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provision of professional learning to be based on need, inclusion and diversity. Employment of Andrew Fuller - Clinical Psychologist. Using Andrew's suite of resources, the staff will contribute to the development of content for the professional learning sessions. Two full day and 4 after school sessions are planned with Andrew across 2019 to ensure ongoing participation of the staff and incorporation of their learning into their classroom teaching practices.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide intervention support (teacher) assistance in literacy and numeracy development. 0.4EFT in years 3/4 and 0.45EFT in years 5/6 The intervention support prior to May will focus on building the skills of the children in years 3 and 5 who are assessed as working just below the level required for their age and grade. Beyond this	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used

the interventions will be applied to those children generally below the expected level for their age and grade.				
Provide intervention support (ESS) to Years 1/2 to build the reading skills of year 1/2 children. Intervention in this area has been ongoing over the past 4 years and targets all children in year 1 who are not performing at the expected level in reading. Teachers nominate the children who will participate following careful consideration of assessment results.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.			
12 Month Target 2.1	Increase the percentage of students receiving A and B ratings with a view to establishing a minimum of 25% of students achieving this rating.			
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach. 			
Actions	<ul style="list-style-type: none"> * Appoint substantive Learning Specialist (Science/Inquiry) * Provide opportunities for professional learning to the Learning Specialist such that professional learning sessions can be successfully delivered to staff. * Complete the development of the two year inquiry planner and the proficiency scales/assessment criteria necessary to achieve the target of minimum 25% of children achieving a teacher judged rating of A for achievement. * All necessary documentation (whole school) to be available on the Staff shared drive. 			
Outcomes	<p>If the actions have been successfully implemented the children will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry learning in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Be assessed correctly against the success criteria/assessment tasks resulting in increased accuracy in student reporting. <p>If the actions have been successfully implemented the teachers will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry teaching in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Assess correctly against the success criteria/assessment tasks resulting in increased accuracy in student reporting. 			

	<p>* Use the STEM centre to improve learning engagement.</p> <p>If the actions have been successfully implemented the leaders will:</p> <p>* Establish a greater understanding of the learning outcomes school-wide in order to ensure continuous improvement through professional learning, program planning and assessment/reporting practices.</p>			
Success Indicators	<p>* Science/Inquiry teacher judgements in June and December annually.</p> <p>* Unit planning documents.</p> <p>* Curriculum planning documents.</p> <p>* Fully developed assessment schedule to include science.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Focus on the HiTs -multiple exposures, feedback and worked examples to improve the students' ability to solve worded problems in numeracy and improve learning outcomes generally with a focus on writing.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a timetable in late term 4 and early term 1 to ensure the STEM facility is utilised in the productive and equitable manner across the whole school.	<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
Goal 3	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.			
12 Month Target 3.1	<p>Effective Teaching Time The percentage score for boys across years 4-6 is lower than for girls The target score for boys at each year level is 90%</p> <p>Differentiated Learning Challenge The target percentage score overall (boys and girls) is 90% in 2019</p> <p>Stimulating Learning</p>			

	<p>The target percentage score overall (boys and girls) is 90% in 2019. The target percentage score for year 6 girls is >80% in 2019. Classroom Behaviour The target percentage score overall (boys and girls) is 90%. The target percentage score for year 4 girls is >80% in 2019.</p>
KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> • Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students.
Actions	<ul style="list-style-type: none"> * Appoint substantive Learning Specialist (Science/Inquiry) * Employ Andrew Fuller to present Professional Learning to staff, ongoing throughout the year, to develop teacher skill in neuro science and individual psychology to address inclusion and diversity issue that limit the participation of particular children at particular times. * Using student voice, establish a clear understanding of goal setting to provide a more stimulating environment which children can more productively engage. * Provide opportunities for professional learning to the Learning Specialist such that professional learning sessions can be successfully delivered to staff. * Complete the development of the two year inquiry planner and the proficiency scales/assessment criteria necessary to achieve the target of minimum 25% of children achieving a teacher judged rating of A for achievement. * All necessary documentation (whole school) to be available on the Staff shared drive.
Outcomes	<p>If the actions have been successfully implemented the children will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry learning in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Be assessed correctly against the success criteria/assessment tasks resulting in increased accuracy in student reporting. <p>If the actions have been successfully implemented the teachers will:</p> <ul style="list-style-type: none"> * Be engaged in science and inquiry teaching in a sequential and meaningful manner F-6. * Understand the goals and intent of each unit of work and be able to build on these in subsequent units, making appropriate links as they pass through the year levels. * Assess correctly against the success criteria/assessment tasks resulting in increased accuracy in student reporting. * Use the STEM centre to improve learning engagement. * Understand ways to acknowledge and develop the individual learning of the children.

	<p>If the actions have been successfully implemented the leaders will:</p> <ul style="list-style-type: none"> * Establish a greater understanding of the learning outcomes school-wide in order to ensure continuous improvement through professional learning, program planning and assessment/reporting practices. * Develop ILPs with greater understanding of student need. * Monitor ILPs with greater accuracy. 			
<p>Success Indicators</p>	<p>Effective Teaching Time The percentage score for boys across years 4-6 is lower than for girls The target score for boys at each year level is 90% Differentiated Learning Challenge The target percentage score overall (boys and girls) is 90% in 2019 Stimulating Learning The target percentage score overall (boys and girls) is 90% in 2019. The target percentage score for year 6 girls is >80% in 2019. Classroom Behaviour The target percentage score overall (boys and girls) is 90%. The target percentage score for year 4 girls is >80% in 2019.</p> <p>The above data will be collected from the Student Attitudes to School Survey. Children in years 3-6 will be interviewed to supplement the information gained from the SATSS. We will be seeking to establish the degree to which the children understand the manner in which they contribute to the development of the learning programs, particularly science, at our school.</p> <p>ILPs will be accessed to establish the degree to which professional learning has impacted on their development and on the perceived success of the children in reaching the target outcomes. The STEM facility bookings will be used establish frequency of use and the learning intentions/curriculum areas being addressed through the inquiry program.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Allocate 1.5EFT ESS for support of teaching and learning in the STEM Centre. The ESS are responsible for all ordering, set up and pack up of all cooking/food-based activities. Each class will cook lunch for themselves twice per term. The remaining times will be used by classroom teachers for STEM related activities.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$45,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Increase teacher capacity and integration of the STEM disciplines to maximise opportunities for students to develop problem solving and metacognitive skills to enhance student learning outcomes.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2</p>	<p>\$5,000.00</p>

<p>The Learning Specialist will identify a program of professional learning to assist Unit Teams to deliver engaging, purposeful teaching and learning activities. This process to begin in term 2 and will result in additional program information being added to the units of work currently in our two year planner for Inquiry Learning.</p>			<p>to: Term 3</p>	<p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Ensure adequate resourcing for the program is available for the full school year through the SRP and is based on the actual finance figures for 2018 to ensure adequacy of the resourcing.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$243,600.00	\$243,600.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$243,600.00	\$243,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ educational consultants (Lyn Watts and Brenda Botterill) and implement a professional learning work plan focussing on: Consistency of practice. Targeted assessment. Differentiated learning tasks with a focus on writing. The setting of achievable goals.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$40,000.00	\$40,000.00
Establish scope and sequence for genre/text type and the assessment of this. This work is to be completed in line with our core curriculum planning documents and will be completed during Unit planning times. Our Educational Consultant and Literacy Leader will coordinate the process to ensure this aligns with our whole school curriculum planning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,600.00	\$5,600.00
Provision of professional learning to be based on need, inclusion and diversity. Employment of Andrew Fuller - Clinical Psychologist. Using Andrew's suite of resources, the staff will contribute to the development	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$16,000.00	\$16,000.00

of content for the professional learning sessions. Two full day and 4 after school sessions are planned with Andrew across 2019 to ensure ongoing participation of the staff and incorporation of their learning into their classroom teaching practices.	to: Term 4			
Provide intervention support (teacher) assistance in literacy and numeracy development. 0.4EFT in years 3/4 and 0.45EFT in years 5/6 The intervention support prior to May will focus on building the skills of the children in years 3 and 5 who are assessed as working just below the level required for their age and grade. Beyond this the interventions will be applied to those children generally below the expected level for their age and grade.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$80,000.00	\$80,000.00
Provide intervention support (ESS) to Years 1/2 to build the reading skills of year 1/2 children. Intervention in this area has been ongoing over the past 4 years and targets all children in year 1 who are not performing at the expected level in reading. Teachers nominate the children who will participate following careful consideration of assessment results.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$42,000.00	\$42,000.00
Allocate 1.5EFT ESS for support of teaching and learning in the STEM Centre. The ESS are responsible for all ordering, set up and pack up of all cooking/food-based activities. Each class will cook lunch for themselves twice per term. The remaining times will be used by classroom teachers for STEM related activities.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$45,000.00	\$45,000.00
Increase teacher capacity and integration of the STEM disciplines to maximise opportunities for students to develop problem solving and metacognitive skills to enhance student learning outcomes. The Learning Specialist will identify a program of professional learning to assist Unit Teams to deliver engaging, purposeful teaching and learning activities. This process to begin in term 2 and will	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

result in additional program information being added to the units of work currently in our two year planner for Inquiry Learning.				
Ensure adequate resourcing for the program is available for the full school year through the SRP and is based on the actual finance figures for 2018 to ensure adequacy of the resourcing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$10,000.00	\$10,000.00
Totals			\$243,600.00	\$243,600.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Employ educational consultants (Lyn Watts and Brenda Botterill) and implement a professional learning work plan focussing on: Consistency of practice. Targeted assessment. Differentiated learning tasks with a focus on writing. The setting of achievable goals.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lyn Watts Brenda Botterill	<input checked="" type="checkbox"/> On-site
Provision of professional learning to be based on need, inclusion and diversity. Employment of Andrew Fuller - Clinical Psychologist. Using Andrew's suite of resources, the staff will contribute to the development of content for the professional learning sessions. Two full day and 4 after school sessions are planned with Andrew across 2019 to ensure ongoing participation of the staff and incorporation of their learning into their classroom teaching practices.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Andrew Fuller is a clinical psychologist specialising in neuroscience and learning along with the development of resilience in children of all ages. We will be working on identifying the best ways for children to learn.	<input checked="" type="checkbox"/> On-site

<p>Focus on the HiTs -multiple exposures, feedback and worked examples to improve the students' ability to solve worded problems in numeracy and improve learning outcomes generally with a focus on writing.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><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</p>	<p><input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>
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