

2019 Annual Implementation Plan

for improving student outcomes

Cranbourne Carlisle Primary School (5510)



Submitted for review by Lisa Vandebosch (School Principal) on 21 December, 2018 at 05:13 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 04 March, 2019 at 07:10 AM
Endorsed by Tanya Caruana (School Council President) on 27 May, 2019 at 11:49 AM

Self-evaluation Summary - 2019

	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 moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	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	Embedding

Enter your reflective comments	Undergoing a further evaluation of the FISO Improvement model dimensions during the School Review clearly highlighted areas that require action to support growth and maturity. Excellence in teaching and learning will be addressed through the new Strategic plan, School improvement teams - HITS focus and continued development of our PLC processes. Professional leadership requires clarification of the role of the middle leaders for example PLC leaders and their impact within their teams on whole school data. Positive climate for learning and community engagement in learning will concentrate in the area of student voice and agency and connecting the learning to the community in a more authentic manner.
Considerations for 2019	Challenges Consolidating consistent, evidence based, whole school teaching and learning approaches in Literacy and Numeracy. Improving the learning gain of students from Year 3 to Year 5 across all subjects

Documents that support this plan

CCPS Master Plan (1).pdf (0.52 MB)

SSP Goals Targets and KIS

Goal 1	Improve student achievement and growth in literacy and numeracy.
Target 1.1	By 2022 the percentage of students in year 5 in the top 2 bands of NAPLAN will increase from 15% to 30% in reading, and from 23% to 35% in numeracy.
Target 1.2	By 2022 the percentage of students in year 5 in the bottom 2 bands of NAPLAN will decrease from 25% to 20% in reading, and from 20% to 15% in numeracy.
Target 1.3	By 2022 the percentage of students making high or medium gain in NAPLAN will increase from 61% to 70% in reading and from 73% to 80% in numeracy.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop knowledge, understanding and skill in applying an agreed pedagogical model relevant to all curriculum areas. (HITS)
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to collect, use and reflect on student assessment data to improve and monitor student learning achievement and growth. (CPA)
Key Improvement Strategy 1.c Building leadership teams	Develop a whole-school professional learning strategy to support the implementation of practice principles and high-impact teaching strategies. (BLT)
Goal 2	To create a school climate in which every community member has agency in student learning.

Target 2.1	By 2022 increase the percentage endorsement on the Parent Opinion survey for <i>Parent Participation</i> from 74% to 85%, <i>School Communication</i> from 79% to 85%, <i>Teacher Communication</i> from 78% to 85% and <i>General Satisfaction</i> from 87% to 90%.
Target 2.2	By 2022 increase the percentage positive response on the Attitudes to School Survey for the domain <i>Self-Regulation and Goal Setting</i> from 85% to 90%, <i>Student Voice and Agency</i> from 68% to 78%, <i>Connectedness</i> from 79% to 85% and <i>Inclusion</i> from 87% to 90%.
Target 2.3	.By 2022 increase the percentage positive response on the Staff Survey for <i>Collective Efficacy</i> from 61% to 75%, <i>Academic Emphasis</i> from 59% to 75% and <i>Trust in Students and Parents</i> from 64% to 80%.
Target 2.4	By 2022 improve attendance data from Foundation to year 6 by decreasing the absence rates from 17.16 days per full time equivalent student to 15 days.
Key Improvement Strategy 2.a Vision, values and culture	Document and implement a Climate for Learning Strategy to strengthen whole school practice in building student voice and agency.
Key Improvement Strategy 2.b Parents and carers as partners	Develop and embed opportunities to engage all members of the community in a genuine partnership to improve student learning.
Key Improvement Strategy 2.c Building practice excellence	Build staff efficacy and capacity through active participation in a collaborative professional learning community focused on improved pedagogy and student learning outcomes.
Goal 3	To develop critical and creative thinkers who will thrive in all environments and respond effectively to challenges.

Target 3.1	Increase the percentage positive response on the Student Attitudes to School Survey for the domain <i>Learning confidence</i> from 80% to 90%, <i>Student voice and agency</i> from 68% to 78%.
Target 3.2	Increase the percentage positive response on the Parent Opinion Survey for the domain <i>Stimulating Learning Environment</i> from 79% to 85%.
Target 3.3	Increase the average percentage of positive responses in the Staff survey for the domain <i>Teaching & Learning implementation</i> from 79% to 85% and the <i>Professional learning</i> percentage positive endorsement from 80% to 90%.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build staff capacity in digital technology and design technology through active participation in professional learning, coaching and modelling.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build staff capacity to embed the critical and creative thinking elements of questions and possibilities, reasoning and meta-cognition in their classrooms.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Refine and implement a consistent approach to inquiry learning that encompasses a focus on rich, open and engaging questions.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student achievement and growth in literacy and numeracy.	Yes	By 2022 the percentage of students in year 5 in the top 2 bands of NAPLAN will increase from 15% to 30% in reading, and from 23% to 35% in numeracy.	By the end of 2019 the percentage of students in year 5 in the top 2 bands of NAPLAN will increase from 15% to 20% in reading, and from 23% to 28% in numeracy
		By 2022 the percentage of students in year 5 in the bottom 2 bands of NAPLAN will decrease from 25% to 20% in reading, and from 20% to 15% in numeracy.	By the end of 2019 the percentage of students in year 5 in the bottom 2 bands of NAPLAN will decrease from 25% to 22% in reading, and from 20% to 18% in numeracy.
		By 2022 the percentage of students making high or medium gain in NAPLAN will increase from 61% to 70% in reading and from 73% to 80% in numeracy.	By the end of 2019 the percentage of students making high or medium gain in NAPLAN will increase from 61% to 63% in reading and from 73% to 75% in numeracy.
To create a school climate in which every community member has agency in student learning.	Yes	By 2022 increase the percentage endorsement on the Parent Opinion survey for <i>Parent Participation</i> from 74% to 85%, <i>School Communication</i> from 79% to 85%, <i>Teacher Communication</i> from 78% to 85% and <i>General Satisfaction</i> from 87% to 90%.	By 2019 increase the percentage endorsement on the Parent Opinion survey for Parent Participation from 74% to 78%, School Communication from 79% to 81%, Teacher Communication from 78% to 80% and General Satisfaction from 87% to 88%.

		By 2022 increase the percentage positive response on the Attitudes to School Survey for the domain <i>Self-Regulation and Goal Setting</i> from 85% to 90%, <i>Student Voice and Agency</i> from 68% to 78%, <i>Connectedness</i> from 79% to 85% and <i>Inclusion</i> from 87% to 90%.	By the end of 2019 increase the percentage positive response on the Attitudes to School Survey for the domain <i>Self-Regulation and Goal Setting</i> from 85% to 87%, <i>Student Voice and Agency</i> from 68% to 70%, <i>Connectedness</i> from 79% to 81% and <i>Inclusion</i> from 87% to 88%.
		.By 2022 increase the percentage positive response on the Staff Survey for <i>Collective Efficacy</i> from 61% to 75%, <i>Academic Emphasis</i> from 59% to 75% and <i>Trust in Students and Parents</i> from 64% to 80%.	By the end of 2019 increase the percentage positive response on the Staff Survey for <i>Collective Efficacy</i> from 61% to 65%, <i>Academic Emphasis</i> from 59% to 64% and <i>Trust in Students and Parents</i> from 64% to 69%.
		By 2022 improve attendance data from Foundation to year 6 by decreasing the absence rates from 17.16 days per full time equivalent student to 15 days.	By the end of 2019 improve attendance data from Foundation to year 6 by decreasing the absence rates from 17.16 days per full time equivalent student to 16 days.
To develop critical and creative thinkers who will thrive in all environments and respond effectively to challenges.	Yes	Increase the percentage positive response on the Student Attitudes to School Survey for the domain <i>Learning confidence</i> from 80% to 90%, <i>Student voice and agency</i> from 68% to 78%.	Increase the percentage positive response on the Student Attitudes to School Survey for the domain <i>Learning confidence</i> from 80% to 83%, <i>Student voice and agency</i> from 68% to 71%
		Increase the percentage positive response on the Parent Opinion Survey for the domain <i>Stimulating Learning Environment</i> from 79% to 85%.	Increase the percentage positive response on the Parent Opinion Survey for the domain <i>Stimulating Learning Environment</i> from 79% to 85%.
		Increase the average percentage of positive responses in the Staff survey for the domain <i>Teaching & Learning implementation</i> from	Increase the average percentage of positive responses in the Staff survey for the domain <i>Teaching & Learning</i>

		79% to 85% and the <i>Professional learning</i> percentage positive endorsement from 80% to 90%.	implementation from 79% to 81% and the Professional learning percentage positive endorsement from 80% to 83%
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Goal 1	Improve student achievement and growth in literacy and numeracy.	
12 Month Target 1.1	By the end of 2019 the percentage of students in year 5 in the top 2 bands of NAPLAN will increase from 15% to 20% in reading, and from 23% to 28% in numeracy	
12 Month Target 1.2	By the end of 2019 the percentage of students in year 5 in the bottom 2 bands of NAPLAN will decrease from 25% to 22% in reading, and from 20% to 18% in numeracy.	
12 Month Target 1.3	By the end of 2019 the percentage of students making high or medium gain in NAPLAN will increase from 61% to 63% in reading and from 73% to 75% in numeracy.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop knowledge, understanding and skill in applying an agreed pedagogical model relevant to all curriculum areas. (HITS)	Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity to collect, use and reflect on student assessment data to improve and monitor student learning achievement and growth. (CPA)	Yes
KIS 3 Building leadership teams	Develop a whole-school professional learning strategy to support the implementation of practice principles and high-impact teaching strategies. (BLT)	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 intent:</p> <ul style="list-style-type: none"> • to improve student achievement and growth in literacy and numeracy particularly in regards to learning gain and high achievement • to develop a high functioning Professional learning community • to create a school climate in which every community member has agency in student learning. • to develop critical and creative thinkers who will thrive in all environments and respond effectively to challenges <p>Our rationale:</p> <ul style="list-style-type: none"> • If we strengthen coherence and consistency across the school in instructional practice, then we will improve student learning outcomes • If we build staff efficacy and capacity through active participation in a collaborative professional learning community we will improve pedagogy and student learning outcomes • If we create a climate in which the community feels empowered to contribute to student learning, then we will improve student learning outcomes • If we embed critical and creative thinking capabilities, then we will build capacity in students and teachers to manage and apply innovative and adaptive thinking strategies across all curriculum areas <p>Data:</p> <p>READING: Year 3 significant decline 2016 – 2017 in the number of children in the top two bands. Year 3 well below state, was tracking upward from 2013 – 2016. Year 5 below state, virtually flat lining across the last 5 years Year 5 significant decline 2016 – 2017 in the number of children in the top two bands Relative growth report 39% low growth, 43% medium & 18% high. Increase in high growth in 2017 but negated by increase in low growth.</p> <p>NUMERACY: Lowest scores of all three areas. Very little high growth – 19% average of only 11% over 3 years Below state in both Yr 3 & Yr5 Relative growth report 26.92% low growth, 53.85% medium & 19.23% high FISO Self-evaluation: Excellence in teaching & learning - evolving moving toward embedding</p>
<p>Goal 2</p>	<p>To create a school climate in which every community member has agency in student learning.</p>
<p>12 Month Target 2.1</p>	<p>By 2019 increase the percentage endorsement on the Parent Opinion survey for Parent Participation from 74% to 78%, School Communication from 79% to 81%, Teacher Communication from 78% to 80% and General Satisfaction from 87% to 88%.</p>

12 Month Target 2.2	By the end of 2019 increase the percentage positive response on the Attitudes to School Survey for the domain Self-Regulation and Goal Setting from 85% to 87%, Student Voice and Agency from 68% to 70%, Connectedness from 79% to 81% and Inclusion from 87% to 88%.	
12 Month Target 2.3	By the end of 2019 increase the percentage positive response on the Staff Survey for Collective Efficacy from 61% to 65%, Academic Emphasis from 59% to 64% and Trust in Students and Parents from 64% to 69%.	
12 Month Target 2.4	By the end of 2019 improve attendance data from Foundation to year 6 by decreasing the absence rates from 17.16 days per full time equivalent student to 16 days.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Vision, values and culture	Document and implement a Climate for Learning Strategy to strengthen whole school practice in building student voice and agency.	Yes
KIS 2 Parents and carers as partners	Develop and embed opportunities to engage all members of the community in a genuine partnership to improve student learning.	Yes
KIS 3 Building practice excellence	Build staff efficacy and capacity through active participation in a collaborative professional learning community focused on improved pedagogy and student learning outcomes.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>School staff survey 2018 Teaching & learning - Practice improvement 67% positive endorsement, Planning 73% positive endorsement, Implementation 76% positive endorsement, Evaluation 70% positive endorsement Participation in the 2017 - 2018 PLC project has set the basis from which we need to mature our PLC practices. Review report states " The panel concluded that the school had a growing understanding of the quality practices that would provide students with genuine voice, agency and leadership in learning and there was an enthusiasm to activate agency to enable students to be more self-directed in their learning. " Review report states "The Panel's summary finding for TOR 4 was that the school had made significant progress in strengthening the sense of community and building the partnerships with parents, particularly through the focus on inclusion and celebration of diversity. Trust and respect had developed between staff, families and students and the social-emotional and wellbeing support provided by the school to families and students was greatly valued. The visibility and accessibility of staff to parents had contributed to increased engagement. Some processes were being developed to extend this to a partnership about learning for students, but this was at an early and developing phase. " FISO Self evaluation - Positive climate for learning Evolving moving toward embedding, Community engagement in learning -</p>	

	Evolving moving to embedding	
Goal 3	To develop critical and creative thinkers who will thrive in all environments and respond effectively to challenges.	
12 Month Target 3.1	Increase the percentage positive response on the Student Attitudes to School Survey for the domain Learning confidence from 80% to 83%, Student voice and agency from 68% to 71%	
12 Month Target 3.2	Increase the percentage positive response on the Parent Opinion Survey for the domain Stimulating Learning Environment from 79% to 85%.	
12 Month Target 3.3	Increase the average percentage of positive responses in the Staff survey for the domain Teaching & Learning implementation from 79% to 81% and the Professional learning percentage positive endorsement from 80% to 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build staff capacity in digital technology and design technology through active participation in professional learning, coaching and modelling.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Build staff capacity to embed the critical and creative thinking elements of questions and possibilities, reasoning and meta-cognition in their classrooms.	No
KIS 3 Evidence-based high-impact teaching strategies	Refine and implement a consistent approach to inquiry learning that encompasses a focus on rich, open and engaging questions.	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.

2018 - There was a downward turn in the uptake of digital technology as we did not have a dedicated Digital technology teacher. 2019 we are introducing STEM as an Enrichment subject.

Define Actions, Outcomes and Activities

Goal 1	Improve student achievement and growth in literacy and numeracy.
12 Month Target 1.1	By the end of 2019 the percentage of students in year 5 in the top 2 bands of NAPLAN will increase from 15% to 20% in reading, and from 23% to 28% in numeracy
12 Month Target 1.2	By the end of 2019 the percentage of students in year 5 in the bottom 2 bands of NAPLAN will decrease from 25% to 22% in reading, and from 20% to 18% in numeracy.
12 Month Target 1.3	By the end of 2019 the percentage of students making high or medium gain in NAPLAN will increase from 61% to 63% in reading and from 73% to 75% in numeracy.
KIS 1 Evidence-based high-impact teaching strategies	Develop knowledge, understanding and skill in applying an agreed pedagogical model relevant to all curriculum areas. (HITS)
Actions	<p>READING SIT: HITS 3 & 6. Practice Principles 6 & 7. Pedagogical model Evaluate, Elaborate & Explain</p> <p>HITS 3</p> <ul style="list-style-type: none"> • Fountas and Pinnell strategic actions explicitly taught according to CCPS schedule - common language to guide literacy learning • Instructional model for Reading workshop model refined for Foundation, 1-2, 3-4, 5-6 • Focus on Fountas & Pinnell Interactive read aloud Years F - 3 • Focus on Fountas & Pinnell Shared Reading Years F – 3 • LLI Intervention Years 1 – 4 • EAL Oral language intervention – 1st priority Foundation then 1 – 6. • Colourful Semantics • Speech therapist – Oral language Foundation & intervention F – 6 • Speech Therapy Assistant program with Julie • Perspicacity groups - Term 1 Year 3 & 5, Term 2 – Year 6 & Targeted need (4,5,6), T3 - Year 6 & Targeted need (4,5,6), T4 <p>Year 2 & 4</p> <p>HITS 6.</p> <ul style="list-style-type: none"> • Focus on Independent Literacy workshop activities aligned to Fountas & Pinnell strategic actions according to CCPS Schedule • Guided, reciprocal reading, Literature circles continued focus on instructional model that aligns with the approach <p>WRITING SIT: HITS 1 & 4 Prac Principles 6& 7</p>

	<p>HITS 1</p> <ul style="list-style-type: none"> • Alignment of the CCPS approach to writing with Fountas & Pinnell • Conferencing & goal setting with children • Use of common assessment tasks (CATS previously known as cold and post writes) as a piece to refine over the instructional weeks 3-6. • Focus on the 6+ 1 traits of writing to support the text type development <p>HITS 4</p> <ul style="list-style-type: none"> • Exemplar examples for moderation purposes collated • Text type schedule reviewed • Mentor texts used in the development of worked examples <p>MATHS SIT HITS 2 & 10 P.P 6 & 7</p> <p>HITS 2</p> <ul style="list-style-type: none"> • Place value focus– structured sequence of learning • DEET Pedagogical model (E5) explored for mathematics lesson structure across the school • Agreed Sequence of learning • Strengthen mathematical vocabulary • Use of My Numeracy (Essential Assessment) <p>HITS 10</p> <ul style="list-style-type: none"> • Focus on enabling prompts & extending prompts • Essential assessment to guide differentiated teaching
<p>Outcomes</p>	<p>Whole school focus on literacy & numeracy Strengthened coherence and consistency across the school in instructional practice Differentiated teaching to meet students' different learning needs Instructional leaders for Reading, Writing & Mathematics Increased staff efficacy and capacity through active participation in a collaborative professional learning community we will improve pedagogy and student learning outcomes Every child experiencing at least 12 months growth in reading, writing & number Parents and carers engaged as partners in literacy and numeracy learning</p>
<p>Success Indicators</p>	<p>Reading - F & P BAS, Reading behaviours checklist, Essential Assessment, Vic Curric 12 months growth, Reading conferences, Reading interest survey, anecdotal evidence from Guided, reciprocal and literature circles, running records, NAPLAN Writing - moderation of each text type from CAT's pre and post write, Essential assessment, Rubrics & I can statement checklists,</p>

	NAPLAN Numeracy - Essential assessment, NAPLAN			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Speech Pathologist 2 days per week	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Jess Walta - Vic TESOL course	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Megan Comben - Bastow Teach to Lead	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
In house Professional learning aligned with HITS - led by School improvement team executive Megan Comben - Reading, Amy Mepstead - Writing, Belinda Kent - Numeracy CRT Release	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build teacher capacity to collect, use and reflect on student assessment data to improve and monitor student learning achievement and growth. (CPA)			
Actions	<ul style="list-style-type: none"> • Introduction of another summative assessment - Essential assessment • Focus on BAS – comprehension component 			

	<ul style="list-style-type: none"> • PLC timetabled discussions – Formative & Summative assessment data • Formative Assessment PD with Dylan Williams • Essential assessment Professional development • Coaching & modelling by Literacy and numeracy leaders • End of term 1 review of BAS by literacy leader to pinpoint staff who need further PD in correctly administering BAS - workshop provided 			
Outcomes	<p>Robust assessment schedule Whole school focus on literacy & numeracy Strengthened coherence and consistency in assessment practices and data literacy Strengthened coherence and consistency across the school in instructional practice Differentiated teaching to meet students' different learning needs Instructional leaders for Reading, Writing & Mathematics Increased staff efficacy and capacity through active participation in a collaborative professional learning community we will improve pedagogy and student learning outcomes Every child experiencing at least 12 months growth in reading, writing & number Parents and carers engaged as partners in literacy and numeracy learning</p>			
Success Indicators	<p>Reading - F & P BAS, Reading behaviours checklist, Essential Assessment, Vic Curric 12 months growth, Reading conferences, Reading interest survey, anecdotal evidence from Guided, reciprocal and literature circles, running records, NAPLAN Writing - moderation of each text type from CAT's pre and post write, Essential assessment, Rubrics & I can statement checklists, NAPLAN Numeracy - Essential assessment, NAPLAN</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Essential assessment - Literacy & Numeracy added to Assessment schedule	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
In house Literacy Professional development linked to data literacy led by Megan Comben.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Leading teacher with a responsibility of strengthening PLC processes will attend all PLC meetings each week to coach and support	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Dylan Williams -PD Embedding formative assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$12,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Reading - Embedding Formative Assessment Williams & Leahy \$42 per copy Each chapter will be supported by a new protocol to help analyse the text	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$462.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building leadership teams	Develop a whole-school professional learning strategy to support the implementation of practice principles and high-impact teaching strategies. (BLT)			
Actions	<ul style="list-style-type: none"> HITS & Practice Principles divided between school improvement teams to ensure focused professional learning takes place Schedule of in-house Professional development linked to relevant HITS and Practice Principles In coaching by Literacy & Numeracy leaders – modelling, goal setting, observations, feedback Peer observation scheduled for each term Revised Professional Planning days application to ensure adherence Coaching & modelling by Literacy and numeracy leaders incorporating direct references to HITS & Practice Principles 			
Outcomes	<p>Demonstrated understanding of High Impact Teaching Strategies and Practice Principles in planning documentation and pedagogical practice</p> <p>Whole school focus on literacy & numeracy</p>			

	<p>Strengthened coherence and consistency in assessment practices and data literacy Strengthened coherence and consistency across the school in instructional practice Differentiated teaching to meet students' different learning needs Instructional leaders for Reading, Writing & Mathematics Increased staff efficacy and capacity through active participation in a collaborative professional learning community we will improve pedagogy and student learning outcomes Every child experiencing at least 12 months growth in reading, writing & number Parents and carers engaged as partners in literacy and numeracy learning</p>			
Success Indicators	<p>Reading - F & P BAS, Reading behaviours checklist, Essential Assessment, Vic Curric 12 months growth, Reading conferences, Reading interest survey, anecdotal evidence from Guided, reciprocal and literature circles, running records, NAPLAN Writing - moderation of each text type from CAT's pre and post write, Essential assessment, Rubrics & I can statement checklists, NAPLAN Numeracy - Essential assessment, NAPLAN</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
In house Professional learning calendar for each week of the year	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To create a school climate in which every community member has agency in student learning.			
12 Month Target 2.1	By 2019 increase the percentage endorsement on the Parent Opinion survey for Parent Participation from 74% to 78%, School Communication from 79% to 81%, Teacher Communication from 78% to 80% and General Satisfaction from 87% to 88%.			
12 Month Target 2.2	By the end of 2019 increase the percentage positive response on the Attitudes to School Survey for the domain Self-Regulation and Goal Setting from 85% to 87%, Student Voice and Agency from 68% to 70%, Connectedness from 79% to 81% and Inclusion from 87% to 88%.			
12 Month Target 2.3	By the end of 2019 increase the percentage positive response on the Staff Survey for Collective Efficacy from 61% to 65%, Academic Emphasis from 59% to 64% and Trust in Students and Parents from 64% to 69%.			

12 Month Target 2.4	By the end of 2019 improve attendance data from Foundation to year 6 by decreasing the absence rates from 17.16 days per full time equivalent student to 16 days.			
KIS 1 Vision, values and culture	Document and implement a Climate for Learning Strategy to strengthen whole school practice in building student voice and agency.			
Actions	<p>HITS:</p> <p>5. Collaborative Learning:</p> <p>8. Feedback:</p> <p>Practice Principles:</p> <p>3. Student voice, agency and leadership empower students and build school pride</p> <p>9. Partnerships with parents and carers enhance student learning</p> <p>5. Collaborative learning</p> <ul style="list-style-type: none"> • Clearly identify to staff the climate for learning programs/strategies being used, and expected to be followed at CCPS • Staff to work through the Climate Control booklet and devise a plan to ensure all Non-Negotiables will be covered • Student Voice Team • Curriculum design expectations that promote collaborative learning (Teachers co-design opportunities for students to exercise authentic agency in their learning) • Teachers empower students to have a democratic voice in the running of the communities in which they learn <p>8. Feedback</p> <ul style="list-style-type: none"> • Children have authentic opportunities to provide feedback to their teachers – Student feedback is actively used to inform teaching 			
Outcomes	<p>A climate in which the community feels empowered to contribute to student learning.</p> <p>A whole school documented approach to student management - Climate control</p> <p>Embedded opportunities for student feedback on teacher's - PIVOT, Tell them from me survey, Student attitudes to school survey, Exit slips</p>			
Success Indicators	Increased percentage endorsement Parent opinion survey, Attitudes to school survey & Staff Opinion survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Climate for learning team - school visits to ascertain best practice	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	Develop and embed opportunities to engage all members of the community in a genuine partnership to improve student learning.			
Actions	<ul style="list-style-type: none"> • Reading information night for parents • Review of homework policy • Harmony Day • Cultural Connectionz days • Breakfast Club • Parent Activity Calendar • Whole school attendance planning • Values week each term 			
Outcomes	A climate in which the community feels empowered to contribute to student learning.			
Success Indicators	Increased percentage endorsement Parent opinion survey, Attitudes to school survey & Staff Opinion survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Cultural Connectionz days, Australian, Indian and Chinese	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Community Night	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 3 Building practice excellence	Build staff efficacy and capacity through active participation in a collaborative professional learning community focused on improved pedagogy and student learning outcomes.			
Actions	<ul style="list-style-type: none"> Zones of Regulation PD from LOOKOUT Centre Marrung Cultural Understanding and Safety Training PD Teacher well being toolkit to build staff capacity to actively collaborate A.P to lead Community of Practice Marrung group Leading teacher with PLC coordination responsibility to attend all PLC's weekly 			
Outcomes	<ul style="list-style-type: none"> A climate in which the community feels empowered to contribute to student learning. A community of teachers that embed DuFour's 3 questions in their PLC inquiry cycle, What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? 			
Success Indicators	Increased positive percentage endorsement Parent opinion survey, Attitudes to school survey & Staff Opinion survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Zones of regulation Professional Development & books	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Teacher Well being Toolkit	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To develop critical and creative thinkers who will thrive in all environments and respond effectively to challenges.			
12 Month Target 3.1	Increase the percentage positive response on the Student Attitudes to School Survey for the domain Learning confidence from 80% to 83%, Student voice and agency from 68% to 71%			

12 Month Target 3.2	Increase the percentage positive response on the Parent Opinion Survey for the domain Stimulating Learning Environment from 79% to 85%.			
12 Month Target 3.3	Increase the average percentage of positive responses in the Staff survey for the domain Teaching & Learning implementation from 79% to 81% and the Professional learning percentage positive endorsement from 80% to 83%			
KIS 1 Evidence-based high-impact teaching strategies	Build staff capacity in digital technology and design technology through active participation in professional learning, coaching and modelling.			
Actions	<ul style="list-style-type: none"> • Document current practice and knowledge across all staff • Identifying current resources within the school to be used for technologies curriculum • Investigate and identify best practice • In house professional learning to upskill staff digital technology skills • Timetabled opportunities for Technology teacher to coach staff (see coaching plan) • Create opportunities for “Design thinking” in the Design and Technologies stream (VCAA) 			
Outcomes	<p>Capacity in students and teachers to manage and apply innovative and adaptive thinking strategies across all curriculum areas.</p> <p>Children having the opportunity to use the vehicle of Digital technology to enhance their learning</p> <p>Children who can demonstrate critical and creative thinking capabilities</p> <p>Children and teachers who demonstrate thinking that is productive, purposeful and intentional and is at the centre of effective learning. The creation of new knowledge, the progressive development of knowledge about thinking and the practice of using thinking strategies to foster students’ motivation for, and management of, their own learning.</p>			
Success Indicators	<p>Increased positive results on the ICT capabilities survey</p> <p>Documented opportunities for the use of technology in the classroom setting (planning documents)</p> <p>Evidence of students’ motivation for, and management of, their own learning.</p> <p>Increased positive results in the staff opinion survey, attitudes to school survey and tell them from me survey</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Critical and creative thinking team to attend Professional development - Thinking and learning conference 16th May- 19th May (7 people attend for 2 days)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$5,160.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$98,422.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$98,422.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Speech Pathologist 2 days per week	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$44,800.00	
Jess Walta - Vic TESOL course	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,500.00	
Megan Comben - Bastow Teach to Lead	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,500.00	
In house Professional learning aligned with HITS - led by School improvement team executive Megan Comben - Reading, Amy Mepstead - Writing,	from: Term 1 to: Term 4		\$15,000.00	

Belinda Kent - Numeracy CRT Release				
In house Literacy Professional development linked to data literacy led by Megan Comben.	from: Term 1 to: Term 4		\$500.00	
Dylan Williams -PD Embedding formative assessment	from: Term 1 to: Term 1		\$12,600.00	
Professional Reading - Embedding Formative Assessment Williams & Leahy \$42 per copy Each chapter will be supported by a new protocol to help analyse the text	from: Term 1 to: Term 2		\$462.00	
Climate for learning team - school visits to ascertain best practice	from: Term 1 to: Term 2		\$5,000.00	
Cultural Connectionz days, Australian, Indian and Chinese	from: Term 1 to: Term 4		\$7,500.00	
Community Night	from: Term 1		\$1,000.00	
Teacher Well being Toolkit	from: Term 1 to: Term 4		\$3,400.00	
Critical and creative thinking team to attend Professional development - Thinking and learning	from: Term 2		\$5,160.00	

conference 16th May- 19th May (7 people attend for 2 days)	to: Term 2			
Totals			\$98,422.00	

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
Jess Walta - Vic TESOL course	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Megan Comben - Bastow Teach to Lead	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
In house Professional learning aligned with HITS - led by School improvement team executive Megan Comben - Reading, Amy Mepstead - Writing, Belinda Kent - Numeracy CRT Release	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
In house Literacy Professional development linked to data literacy led by Megan Comben.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leading teacher with a responsibility of strengthening PLC processes will attend all PLC meetings each week to coach and support	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site

Dylan Williams -PD Embedding formative assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Prof Dylan Williams	<input checked="" type="checkbox"/> Off-site Queensland Education Leadership Institute
Professional Reading - Embedding Formative Assessment Williams & Leahy \$42 per copy Each chapter will be supported by a new protocol to help analyse the text	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
In house Professional learning calendar for each week of the year	<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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Climate for learning team - school visits to ascertain best practice	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources Other schools	<input checked="" type="checkbox"/> Off-site Morwell Central PS
Zones of regulation Professional Development & books	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Zones of regulation Leah Kuypers Consulting	<input checked="" type="checkbox"/> On-site
Critical and creative thinking team to attend Professional development - Thinking and learning conference 16th	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Hawker Brownlow	<input checked="" type="checkbox"/> Off-site Conference 16 - 19 May

May- 19th May (7 people attend for 2 days)		to: Term 2				
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