

2019 Annual Implementation Plan

for improving student outcomes

James Cook Primary School (5136)



Submitted for review by Anne Burgess (School Principal) on 10 March, 2019 at 10:33 AM
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 28 March, 2019 at 06:02 AM
Awaiting endorsement by School Council President

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

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

Enter your reflective comments	<p>A School Improvement Partnership (DET initiative), with Brentwood Park Primary School was formed in 2018 with a focus on building teachers' data literacy. A new approach to assessment was introduced in 2018 to improve data collection. The data was used to create a data wall in 2018 which prompted increased dialogue about student achievement outcomes. All teachers were involved in peer observations with the partnership school and reported positively on the professional learning experience and the data knowledge gained. The Leadership Team reported on the increased use of data to inform planning and on the renewed focus on monitoring and improving student outcomes. This has been reported as a school highlight in our recent school review. The learnings around data literacy for staff have been applied to Reading.</p> <p>The school provides a range of annual events to engage families and build a sense of community. The events included the Whole-School Picnic, Family Night, Harmony Day, House Lunches and the Musical. For the second year in a row student leaders organise, resource and run the School Disco and all senior students organise, resource and run the annual Mini Fete. Students have reported that the community events were among the best things about the school and staff agreed the events provided an opportunity for the students to work and socialise with other students, teachers and adult helpers.</p> <ul style="list-style-type: none"> Parents in the focus group also endorsed community events as a school highlight and reported they provided an
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	<p>opportunity for families to get to know other families and to meet the teachers.</p> <ul style="list-style-type: none"> • The Panel agreed that the community events were a highlight of the school.
<p>Considerations for 2019</p>	<p>Ongoing professional learning including modelling and peer observations to ensure all elements of the Reading instructional model are implemented consistency with non-negotiables. Develop teacher capacity to communicate learning intentions and success criteria for all lessons to students. Accountability to the Share/Reflection time in the reading lesson structure which includes details on what will occur during that teaching time and is clearly linked to the success criteria. Continue to strengthen data literacy and formative assessment skills of teachers and support staff and aligning data with expected curriculum standards to accurately identify below, at and above student performance. Purposeful analysis to inform next-steps learning for all students - what are the patterns? what is it saying about our teaching? what will be taught and how? Referencing the HITS to strengthen the elements of the Reading and Mathematics lesson structures. Establishing protocols and routines to support teachers and leaders via a Teacher Inquiry and Knowledge Building Cycle.</p>
<p>Documents that support this plan</p>	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve literacy and numeracy outcomes for all students.	Yes	By 2022, the percentage of students achieving in the top two NAPLAN bands from the matched cohort data, will be maintained from Year 3 to Year 5 in Reading, Writing and Numeracy.	1.1 The percentage of students achieving in the top two NAPLAN bands for the matched cohort data, will be maintained from Year 3 to Year 5 in Reading.
		By 2022, the percentage of Year 3 students achieving in the top two NAPLAN bands will be as follows: - Reading 54% - Writing 54% - Numeracy 46%	1.2 The percentage of Year 3 students achieving in the top two NAPLAN bands for READING will increase from 48% (2018) to 50%
		By 2022, the percentage of students in the bottom two NAPLAN bands in Year 3 and Year 5 will be no more than 10% in Reading, Writing and Numeracy.	1.3 The percentage of students in the bottom two NAPLAN bands for READING in: - Year 3 will reduce from 15% (2018) to 13% (to ensure the goal is achieved by 2022) and - Year 5 will reduce from 23% (2018) to 19% (to ensure the goal is achieved by 2022)

To improve student ownership of their learning.	Yes	By 2022, the percentage of positive endorsement in AToSS for: <ul style="list-style-type: none"> - Student Voice and Agency will increase from 68% to 80%. - Differentiated Learning will increase from 87% to 90% - Motivation and Interest will increase from 86% to 90% 	Positive movement in percentage endorsement in the AToSS elements: <ul style="list-style-type: none"> - Teacher Concern, will increase from 71% - Differentiated Learning, will increase from 87% - Motivation and Interest, will increase from 86%
		By 2022, the percentage of positive endorsement in Staff Opinion Survey for: <ul style="list-style-type: none"> - Promote student ownership of learning will increase from 53% to 75% (Teaching and Learning) - Academic emphasis will increase from 59% to 68% (School Climate) - Collective efficacy will increase from 66% to 73% (School Climate) 	Positive movement in percentage endorsement in the Staff Opinion Survey elements: <ul style="list-style-type: none"> - Promote student ownership of learning, will increase from 53% - Academic Emphasis, will increase from 59% - Collective Efficacy, will increase from 66%
To improve student wellbeing and safety through a safe and supportive school environment.	Yes	By 2022, the percentage of positive endorsement in AToSS for: <ul style="list-style-type: none"> - Managing Bullying will increase from 71% to 85%. - Teacher Concern will increase from 71% to 85%. - Classroom Behaviour will increase from 72% to 80% 	Positive movement in percentage endorsement in the AToSS element: <ul style="list-style-type: none"> - Teacher Concern, will increase from 71% - Classroom Behaviour, will increase from 72%
		By 2022, the percentage of positive endorsement in the Parent Opinion for 'Student Motivation and Support' will increase from 81% to 84%.	Positive movement in percentage endorsement in the Parent Opinion Survey element: <ul style="list-style-type: none"> - Student motivation and support, will increase from 81%
		By 2022, the number of Prep-Year 6 Absence Days per FTE from 2018 (17.57) will be reduced.	The number of Prep-Year 6 Absence Days per FTE from 2018 (17.57) will be reduced.

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Goal 1	To improve literacy and numeracy outcomes for all students.		
12 Month Target 1.1	1.1 The percentage of students achieving in the top two NAPLAN bands for the matched cohort data, will be maintained from Year 3 to Year 5 in Reading.		
12 Month Target 1.2	1.2 The percentage of Year 3 students achieving in the top two NAPLAN bands for READING will increase from 48% (2018) to 50%		
12 Month Target 1.3	1.3 The percentage of students in the bottom two NAPLAN bands for READING in: - Year 3 will reduce from 15% (2018) to 13% (to ensure the goal is achieved by 2022) and - Year 5 will reduce from 23% (2018) to 19% (to ensure the goal is achieved by 2022)		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement a consistent evidence-based whole school instructional model in literacy and numeracy. (CPA)		Yes
KIS 2 Curriculum planning and assessment	Build teacher capability to utilise data and assessment strategies to support all student's point of learning. (CPA)		Yes
KIS 3 Building leadership teams	Build leadership capability to lead professional learning teams and develop a culture of continuous improvement. (BLT, BPE)		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>2018 Staff Survey data showed a decline in teacher endorsement for the 'Teacher Collaboration' factor. Our school review fieldwork findings, particularly ToR 3 – "To what extent is the whole-school instructional model understood and implemented with fidelity"; noted the absence of details with regards to what will occur in the 'share/reflection' element of the teaching model, in the weekly planning documents. To this end, we will systematically improve the teaching of Reading within the lesson structure to ensure all elements of the model are implemented consistently against non-negotiables.</p>	
<p>Goal 2</p>	<p>To improve student ownership of their learning.</p>	
<p>12 Month Target 2.1</p>	<p>Positive movement in percentage endorsement in the AToSS elements: - Teacher Concern, will increase from 71% - Differentiated Learning, will increase from 87% - Motivation and Interest, will increase from 86%</p>	
<p>12 Month Target 2.2</p>	<p>Positive movement in percentage endorsement in the Staff Opinion Survey elements: - Promote student ownership of learning, will increase from 53% - Academic Emphasis, will increase from 59% - Collective Efficacy, will increase from 66%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Build staff capability to promote authentic student voice and agency in learning. (ESABSP)</p>	<p>Yes</p>
<p>KIS 2 Intellectual engagement and self-awareness</p>	<p>Build students' capabilities to empower their voice and agency in teaching and learning. (IEASA)</p>	<p>No</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>AToSS data showed a decline in the 'Learning Confidence' and 'Motivation and Interest' factors, along with 'Student Voice and Agency' in only the second quartile. Our school review fieldwork findings, particularly ToR 4 – "How does the school enable student voice and agency in learning?" Reference was made to ensuring teachers become more familiar with the HITS and Amplify in order to strengthen lesson elements to support student voice and agency, including increasing student access to the own data and progression.</p>	
<p>Goal 3</p>	<p>To improve student wellbeing and safety through a safe and supportive school environment.</p>	
<p>12 Month Target 3.1</p>	<p>Positive movement in percentage endorsement in the AToSS element: - Teacher Concern, will increase from 71% - Classroom Behaviour, will increase from 72%</p>	
<p>12 Month Target 3.2</p>	<p>Positive movement in percentage endorsement in the Parent Opinion Survey element: - Student motivation and support, will increase from 81%</p>	
<p>12 Month Target 3.3</p>	<p>The number of Prep-Year 6 Absence Days per FTE from 2018 (17.57) will be reduced.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Health and wellbeing</p>	<p>Develop and implement a whole school approach and programs that promote student wellbeing and safety. (HAW)</p>	<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>School Review findings found that the lack of a school-wide approach to support the wellbeing of all students hindered the wellbeing targets set for the 2015-18 SSP . Fieldwork findings via staff, student and parent interviews, the panel learned that students did not have forums to discuss wellbeing issues and formal programs to develop or support positive behaviours were not implemented. Parents were also concerned about the lack of programs to help students understand peer issues outside their personal experience. Some teachers held the view that classroom behaviour was impacting on the quality of teaching and learning.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve literacy and numeracy outcomes for all students.
12 Month Target 1.1	1.1 The percentage of students achieving in the top two NAPLAN bands for the matched cohort data, will be maintained from Year 3 to Year 5 in Reading.
12 Month Target 1.2	1.2 The percentage of Year 3 students achieving in the top two NAPLAN bands for READING will increase from 48% (2018) to 50%
12 Month Target 1.3	1.3 The percentage of students in the bottom two NAPLAN bands for READING in: - Year 3 will reduce from 15% (2018) to 13% (to ensure the goal is achieved by 2022) and - Year 5 will reduce from 23% (2018) to 19% (to ensure the goal is achieved by 2022)
KIS 1 Building practice excellence	Develop and implement a consistent evidence-based whole school instructional model in literacy and numeracy. (CPA)
Actions	<ul style="list-style-type: none"> - Implement a whole-school lesson structure for teaching Reading with a focus on the summary/reflection element linked to learning intentions and success criteria. - Ongoing professional learning to develop teachers understanding of learning intentions and success criteria in order to ensure the learning intentions are related to the learning, not the task. - Develop and implement a peer observation and feedback protocol, with specific focus on building teacher capacity to implement the Reading lesson structure consistently across the school.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Develop and introduce peer observation with the intent to improve consistency of practice aligned to the school's Reading instructional model. - Conduct peer observations including feedback and reflection, to build individual teacher capability and improve professional practice for teaching reading. - Provide professional learning to develop teachers' knowledge and understanding of learning intentions and success criteria, the HITS – specifically, 'Setting Goals', 'Questioning', 'Feedback' and aligned teaching standards. <p>Teachers will:</p> <ul style="list-style-type: none"> - Engage in peer observation scheduled and aligned to the school improvement agenda for developing consistency in the Reading instructional model. - Develop and display learning intentions and success criteria that are referenced throughout all reading lessons.

	<ul style="list-style-type: none"> - Implement the 'Summary/Reflection' element of the Reading instructional model to capture student learning and teaching impact. - Align PDP to Goals, KIS and targets of the AIP. <p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate their learning in relation to the learning intentions of a lesson. - Be able to monitor their success against the success criteria provided by their teacher. 			
Success Indicators	<ul style="list-style-type: none"> - An agreed and documented peer observation and feedback protocol for staff professional engagement and improvement. - Peer observations will demonstrate that teachers are displaying and referencing learning intentions and success criteria throughout their lessons to reflect the learning for students, not the task. - Percentage endorsement in the 2019 Staff Survey for 'Academic Emphasis' will increase from 59% - Increase in the percentage of students achieving expected growth and better in Teacher Judgements for Reading and Viewing. - PDP goals, KIS and targets will be aligned to the AIP 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peer observations of the reading instruction lessons on a fortnightly basis to: <ul style="list-style-type: none"> - build consistency of practice in the implementation of the agreed lesson structure for Reading. - develop teacher capacity in the use of learning intentions and success criteria. 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$117,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ongoing professional learning to improve teacher knowledge and understanding of 'Learning Intentions and Success Criteria' via Curriculum PLTs, peer observation feedback, modelling, coaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$112,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Dedicated curriculum day to focus on building teachers' knowledge of 'Learning Intentions and Success Criteria' with specific focus on Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Curriculum planning and assessment	Build teacher capability to utilise data and assessment strategies to support all student's point of learning. (CPA)			
Actions	<ul style="list-style-type: none"> - Continue SIP 2018 partnership with Brentwood Park Primary School, (Building data literacy capacity of staff), to include development of moderation practices of Reading. - Ongoing professional learning to develop teachers' knowledge and understanding of the Victorian Curriculum Reading and Viewing standards and content. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead professional learning to strengthen teachers' capacity for data literacy and moderation of data sets against the Victorian Curriculum standards. - Work with the Leadership Team at BPPS to schedule and accommodate collegiate visits and shared moderation sessions. <p>Teachers will:</p> <ul style="list-style-type: none"> - Participate in professional learning to build their capacity to moderate student performance data against the Victorian Curriculum Standards. - Build their knowledge of the HITS – Setting Goals and Feedback, based on next-steps learning indicated via current student performance data. - Link use of student performance data to PDP strategies and evidence. <p>Students will:</p> <ul style="list-style-type: none"> - Actively engage in the learning goals (intentions) in reading. - Receive feedback and understand what they need to improve to meet the success criteria provided 			
Success Indicators	<ul style="list-style-type: none"> - Percentage endorsement in the 2019 Staff Survey for 'Collective Efficacy' in increase from 66.3% - Positive movement in 'Learning Confidence' of students in 2019 AToSS. - Increase in percentage of students achieving expected growth and better in Teacher Judgements for Reading and Viewing. - PM Benchmarking data to indicate 12 months growth and better. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional practice days inclusive of collegiate visits with BPPS, to develop teachers' capacity for data literacy and moderation.	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 3	\$20,000.00

				<input type="checkbox"/> Equity funding will be used
Scheduled professional development, inclusive of a dedicated curriculum day - April 26 2019, with specific focus on building strategies for moderating student assessment data sets aligned to the Victorian curriculum, for more consistent teacher judgements F-6.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building leadership teams	Build leadership capability to lead professional learning teams and develop a culture of continuous improvement. (BLT, BPE)			
Actions	<ul style="list-style-type: none"> - Engage a leadership coach for individual and group development of the Principal, Assistant Principal (Literacy Leader), Learning Specialist/F-2 PLT Leader), 3-6 PLT Leader/Maths Leader to lead and support professional learning teams. - Develop a Peer Observation protocol for all staff, with a focus on strengthening the delivery of the whole-school Reading instructional model. - Develop meeting protocols and nonnegotiable expectations for improved collaboration and analysis of student assessment data in Reading and Viewing. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Participate in leadership coaching session to build their capacity to lead and support professional teams. - Attend PLT meetings to model and support collaborative practices. - Align PDP goals to whole school improvement in Reading and Viewing. <p>Staff will:</p> <ul style="list-style-type: none"> - Actively engage in PLTs to meet the nonnegotiable expectations of the Reading instructional model. - Work collaboratively to interpret student data to plan effective, differentiated teaching and learning in Reading, <p>Students will:</p> <ul style="list-style-type: none"> - Articulate their learning goals in Reading and monitor their success against the success criteria provided. 			
Success Indicators	<ul style="list-style-type: none"> - Documented Peer Observation process linked to staff PDP goals and strategies. - Positive movement in the 'Collective Efficacy' element of the Staff Opinion survey, from 66.3%(2018) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Leadership Coach to attend preliminary meetings and conduct fieldwork to ascertain focus area for work with the leadership team.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership Team will consult with staff to establish a peer observation process, leading to the strengthening of consistency of practice for teaching of Reading.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership Team will implement the peer observation process incorporating feedback and reflection.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student ownership of their learning.			
12 Month Target 2.1	Positive movement in percentage endorsement in the AToSS elements: - Teacher Concern, will increase from 71% - Differentiated Learning, will increase from 87% - Motivation and Interest, will increase from 86%			
12 Month Target 2.2	Positive movement in percentage endorsement in the Staff Opinion Survey elements: - Promote student ownership of learning, will increase from 53% - Academic Emphasis, will increase from 59% - Collective Efficacy, will increase from 66%			
KIS 1 Empowering students and building school pride	Build staff capability to promote authentic student voice and agency in learning. (ESABSP)			

Actions	<ul style="list-style-type: none"> - Utilising AToSS data to clarify students' perceptions ad experiences and evaluate the impact of teaching. - Unpacking 'School Climate' data from Staff Survey with staff. - Referencing the HITS to strengthen lesson elements that support student voice and agency. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead staff professional learning sessions to unpack the School Climate statements from staff survey to develop common understanding and consistency of interpretation. - Support staff in conducting student forums to focus on student perceptions when responding to items on the AToSS survey <p>Teachers will:</p> <ul style="list-style-type: none"> - Analyse student feedback from student forums and develop responsive interventions - Utilise and integrate the language of the AToSS to develop and embed student knowledge and understanding <p>Students will:</p> <ul style="list-style-type: none"> - Engage in student forums to unpack their thinking when responding to items on the AToSS survey. - Assist in the design of response interventions 			
Success Indicators	Positive movement in the Student Voice and Agency element from 68%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning dedicated to 'Amplify' and the 'HITS"	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
School-based pre/post survey of students with 'Effective Teaching Elements' and 'Teacher-Student Relations' dimensions of the AToSS.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve student wellbeing and safety through a safe and supportive school environment.			

12 Month Target 3.1	Positive movement in percentage endorsement in the AToSS element: - Teacher Concern, will increase from 71% - Classroom Behaviour, will increase from 72%			
12 Month Target 3.2	Positive movement in percentage endorsement in the Parent Opinion Survey element: - Student motivation and support, will increase from 81%			
12 Month Target 3.3	The number of Prep-Year 6 Absence Days per FTE from 2018 (17.57) will be reduced.			
KIS 1 Health and wellbeing	Develop and implement a whole school approach and programs that promote student wellbeing and safety. (HAW)			
Actions	- Develop a School-Wide Positive Behaviours Rubric aligned to the James Cook Primary School Values. - Investigate and introduce a whole-school approach to wellbeing - SWPBS.			
Outcomes	Leaders will: - Prepare and submit an Expression of Interest for inclusion in the School Wide Positive Behaviours Support program. - Lead staff in the development of a School-Wide Positive Behaviours Rubric Staff will: - Participate in the development of a School-Wide Positive Behaviours Rubric based on the learning modules 'Codes of Cooperation' documents prepared in consultation with the students. - Communicate and finalise the School-Wide Positive Behaviours Rubric with the students. Students will: - Formulate module 'Codes of Cooperation', facilitated by teachers. - Understand and contribute to the final draft School-Wide Positive Behaviours Rubric.			
Success Indicators	- Published and acknowledged 'Codes of Cooperation' for each learning module. - Published School-Wide Positive Behaviours Rubric. - Reduced number of 'Behaviour' notifications on Grade Xpert.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Wellbeing Leaders to complete and submit expression of interest for SWPBS inclusion for James Cook Primary School	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Professional learning sessions to commence for staff on SWPBS content, strategies and application.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$281,000.00	0.00
Additional Equity funding	\$105,000.00	\$92,000.00
Grand Total	\$386,000.00	\$92,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Peer observations of the reading instruction lessons on a fortnightly basis to: - build consistency of practice in the implementation of the agreed lesson structure for Reading. - develop teacher capacity in the use of learning intentions and success criteria.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$117,000.00	\$115,000.00
Ongoing professional learning to improve teacher knowledge and understanding of 'Learning Intentions and Success Criteria' via Curriculum PLTs, peer observation feedback, modelling, coaching.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$112,000.00	\$110,000.00
Dedicated curriculum day to focus on building teachers' knowledge of 'Learning Intentions and Success Criteria' with specific focus on Reading.	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Outsourced expertise	\$3,000.00	\$3,000.00
Scheduled professional development, inclusive of a dedicated curriculum day - April 26 2019, with specific	from: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00

focus on building strategies for moderating student assessment data sets aligned to the Victorian curriculum, for more consistent teacher judgements F-6.	to: Term 4	<input checked="" type="checkbox"/> Other Outsourced expertise		
Leadership Coach to attend preliminary meetings and conduct fieldwork to ascertain focus area for work with the leadership team.	from: Term 1 to: Term 4		\$40,000.00	
Professional learning dedicated to 'Amplify' and the 'HITS'	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Wellbeing Leaders to complete and submit expression of interest for SWPBS inclusion for James Cook Primary School	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	
Totals			\$281,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Fieldwork findings in ToR1, re: professional learning practices, noted the lack of distributed leadership in the early part of the 2015-2018 SSP. A change in focus for the leadership team commenced in 2017/18 through the implementation of curriculum-instructional based leadership by the principal team. The review panel agreed that in school could be supported through building leadership capacity to lead whole-school improvement.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Leadership Coaching for Principal, Assistant Principal (Literacy Leader), Learning Specialist, Mathematics Leader - Michelle Liddle retired Principal	\$40,000.00	\$40,000.00
A key challenge identified against the 2015-2018 target from review panel was the absence of a writing	from: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$8,000.00	\$5,000.00

program, and that the teaching of reading and writing is not clearly linked. Program investigations in 2018 led to the identification of the evidenced-based approach that was closely aligned to the JCPS instruction model for Reading, as it is strongly based in essential development of oral language and vocabulary building for improving student outcomes in Writing. Staff will attend VCOP Day 1 workshops spaced over the year, in preparation for a Writing focus in 2020.	to: Term 4	<input checked="" type="checkbox"/> CRT		
Subscriptions to support improved student learning outcomes: - Literacy Planet - Mathletics - Top Ten Mathematics - teaching resources Usage and effectiveness of these resources will be tracked via PLT meetings.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$12,000.00	\$12,000.00
Additional resources to support improved student learning outcomes in English, Mathematics, Student Wellbeing and Student Welfare - inclusive of 0.1EFT staffing to provide Mathematics extension intervention for students at/above expected levels.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$45,000.00	\$35,000.00
Totals			\$105,000.00	\$92,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Peer observations of the reading instruction lessons on a fortnightly basis to: - build consistency of practice in the implementation of the agreed lesson structure for Reading. - develop teacher capacity in the use of learning intentions and success criteria.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Leadership Coach - Michelle Liddle CoP - Southern Cross PS	<input checked="" type="checkbox"/> On-site
Ongoing professional learning to improve teacher knowledge and understanding of 'Learning Intentions and Success Criteria' via Curriculum PLTs, peer observation feedback, modelling, coaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Leadership Coach	<input checked="" type="checkbox"/> On-site
Dedicated curriculum day to focus on building teachers' knowledge of 'Learning Intentions and Success Criteria' with specific focus on Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional practice days inclusive of collegiate visits with BPPS, to develop	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site Brentwood Park PS

teachers' capacity for data literacy and moderation.		to: Term 3			<input checked="" type="checkbox"/> External consultants Top Ten Mathematics CoP Brentwood Park PS	
Scheduled professional development, inclusive of a dedicated curriculum day - April 26 2019, with specific focus on building strategies for moderating student assessment data sets aligned to the Victorian curriculum, for more consistent teacher judgements F-6.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leadership Coach to attend preliminary meetings and conduct fieldwork to ascertain focus area for work with the leadership team.	<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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Michelle Liddle	<input checked="" type="checkbox"/> On-site
Leadership Team will consult with staff to establish a peer observation process, leading to the strengthening of consistency of practice for teaching of Reading.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<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 Michelle Liddle	<input checked="" type="checkbox"/> On-site
Leadership Team will implement the peer observation process	<input checked="" type="checkbox"/> School Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<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

incorporating feedback and reflection.			<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
Professional learning dedicated to 'Amplify' and the 'HITS'	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Wellbeing Leaders to complete and submit expression of interest for SWPBS inclusion for James Cook Primary School	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Departmental resources SWBPS - Sarah LaGreca	<input checked="" type="checkbox"/> On-site