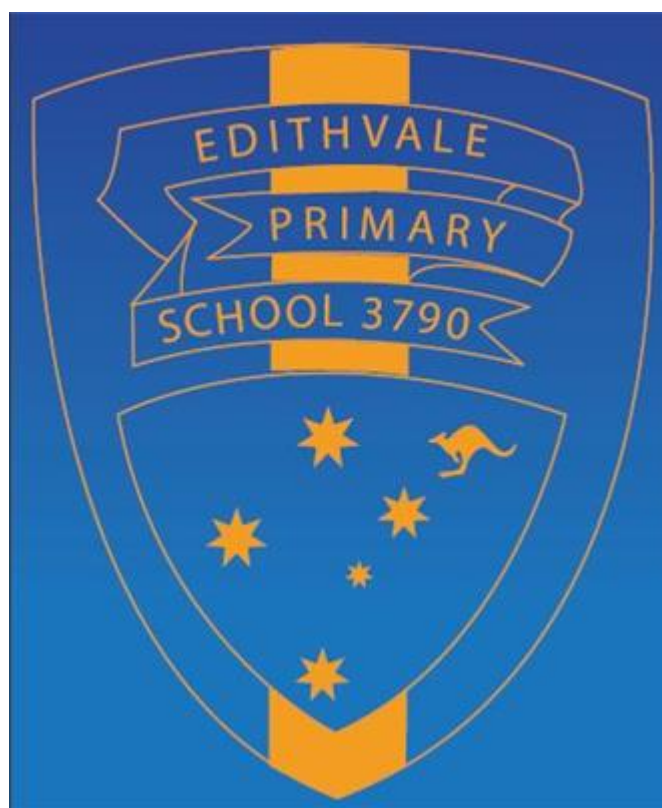


2019 Annual Implementation Plan

for improving student outcomes

Edithvale Primary School (3790)



Submitted for review by James Whitla (School Principal) on 02 November, 2018 at 11:43 AM
Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 16 December, 2018 at 12:12 PM
Endorsed by Stephen Smith (School Council President) on 20 December, 2018 at 03:45 PM

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	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	2018 has been a successful one. data sets.....NAPLAN, AtoSS, Parent Survey Wellbeing team for 2019?
Considerations for 2020	Challenge Maths growth and exposure to all Dimensions throughout each week
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing
Target 1.1	<p>* PAT and F and P growth will show 1.2 years growth on average for each year level</p> <p>* NAPLAN results will show less than 25% of students with low relative growth in reading and writing</p> <p>2019 NAPLAN year 3 and 5s in top 2 bands: reading 60% and writing 60%</p> <p>* Teacher Judgements will show 1 year growth on average in writing</p>
Key Improvement Strategy 1.a Evaluating impact on learning	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Feedback, Questioning, Setting Goals
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of English (Reading and Writing) and Mathematics HITS Structuring Lessons, Explicit teaching, Worked Examples
Goal 2	To improve Student Voice and Agency in their learning measured against Attitudes to School Survey
Target 2.1	<p>2019 Goal: End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%</p> <p>SSP goal: Establish targets based on the Positive climate for learning – Student voice and agency factor Student voice and agency Percent Positive Response 2017 End of review period Year 4 87% 90% Year 5 67% 90% Year</p>

	6 79% 90% Average 78% 90%
Key Improvement Strategy 2.a Empowering students and building school pride	<ul style="list-style-type: none"> Refine and improve a consistent approach to Project Based Inquiry learning and teaching.
Key Improvement Strategy 2.b Empowering students and building school pride	Build the profile of our Student Voice team to encourage all students to actively participate in school improvement.
Goal 3	To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing
Target 3.1	<ul style="list-style-type: none"> By the end of the review period NAPLAN data will show less than 10% of students were assessed with a low relative growth in Number. By the end of the review period Year 3 NAPLAN data will show the average % of students achieving in the top 2 Bands Numeracy- 50% <ul style="list-style-type: none"> By the end of the review period Year 5 NAPLAN data will show the average % of students achieving in the top 2 Bands <ul style="list-style-type: none"> Numeracy- 40% By the end of the review period NAPLAN data will show less than 5% of students were assessed with a low relative growth in Number. Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Mathematics.
Key Improvement Strategy 3.a Evaluating impact on learning	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Feedback, Questioning, Setting Goals
Key Improvement Strategy 3.b Evidence-based high-impact teaching	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of Mathematics

strategies	HITS Structuring Lessons, Explicit teaching, Worked Examples
<p>Goal 4</p> <p>Target 4.1</p>	<p>Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey</p> <p>Maintain or improve the percent endorsement of the whole school in the Parent Opinion Survey for the following factors within the "Parent Community Engagement" Domain.</p> <ul style="list-style-type: none"> • Parent Participation and Involvement (2018 - 96% positive, 3% neutral) • School Support ((2018 - 93% positive, 7% neutral) • Teacher Communication (2018 - 80% positive, 13% neutral) <p>Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor.</p> <ul style="list-style-type: none"> • In 2018 91% were generally satisfied <p>Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain</p> <ul style="list-style-type: none"> • School connectedness (2018 sense of belonging - 92% positive) • Sense of inclusion (2018 - 92% positive) • Advocate at school (2018 - 92%)
<p>Key Improvement Strategy 4.a Vision, values and culture</p>	<ul style="list-style-type: none"> • Develop, implement and embed the school's vision and values into the school's everyday practice.

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 student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing	Yes	<p>* PAT and F and P growth will show 1.2 years growth on average for each year level</p> <p>* NAPLAN results will show less than 25% of students with low relative growth in reading and writing</p> <p>2019 NAPLAN year 3 and 5s in top 2 bands: reading 60% and writing 60%</p> <p>* Teacher Judgements will show 1 year growth on average in writing</p>	a
To improve Student Voice and Agency in their learning measured against Attitudes to School Survey	Yes	<p>2019 Goal: End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%</p> <p>SSP goal: Establish targets based on the Positive climate for learning – Student voice and agency factor Student voice and agency Percent Positive Response 2017 End of review period Year 4 87% 90% Year 5 67% 90% Year 6 79% 90% Average</p>	<p>End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%</p>

		78% 90%	
To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing	Yes	<ul style="list-style-type: none"> ○ By the end of the review period NAPLAN data will show less than 10% of students were assessed with a low relative growth in Number. ○ By the end of the review period Year 3 NAPLAN data will show the average % of students achieving in the top 2 Bands ○ Numeracy- 50% ○ ○ By the end of the review period Year 5 NAPLAN data will show the average % of students achieving in the top 2 Bands <ul style="list-style-type: none"> ○ Numeracy- 40% ○ By the end of the review period NAPLAN data will show less than 5% of students were assessed with a low relative growth in Number. ○ • Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Mathematics. 	<p>End of 2019 Targets</p> <p>Each year level will have an average growth of 1.2 years in Number and Algebra (PAT) and 0.6 years growth by May.</p> <p>NAPLAN % of students achieving:</p> <ul style="list-style-type: none"> -Low growth will have reduced to 15% or less -Medium to High growth will be 85% (including High growth to be greater than 30%) or more -In the top 2 bands in Year 3 will be 50% -In the top 2 bands in Year 5 will be 45%
Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey	Yes	<p>Maintain or improve the percent endorsement of the whole school in the Parent Opinion Survey for the following factors within the "Parent Community Engagement" Domain.</p> <ul style="list-style-type: none"> • Parent Participation and Involvement (2018 - 96% positive, 3% neutral) • School Support ((2018 - 93% positive, 7% neutral) • Teacher Communication (2018 - 80% positive, 13% neutral) <p>Maintain or improve the percent of parents who were satisfied with the school overall within the "General</p>	<p>End of 2019 Targets</p> <p>Maintain or improve the percent endorsement of the whole school in the Parent Opinion Survey for the following factors within the "Parent Community Engagement" Domain.</p> <p>Parent Participation and Involvement (2018 - 96% positive, 3% neutral)</p> <p>School Support ((2018 - 93% positive, 7% neutral)</p> <p>Teacher Communication (2018 - 80% positive, 13% neutral)</p> <p>Maintain or improve the percent of parents who were satisfied with the</p>

		<p>Satisfaction" factor.</p> <ul style="list-style-type: none"> • In 2018 91% were generally satisfied <p>Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain</p> <ul style="list-style-type: none"> • School connectedness (2018 sense of belonging - 92% positive) • Sense of inclusion (2018 - 92% positive) • Advocate at school (2018 - 92%) 	<p>school overall within the "General Satisfaction" factor.</p> <p>In 2018 91% were generally satisfied Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain</p> <p>School connectedness (2018 sense of belonging - 92% positive) Sense of inclusion (2018 - 92% positive) Advocate at school (2018 - 92%)</p>
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Goal 1	To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing	
12 Month Target 1.1	a	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Feedback, Questioning, Setting Goals	Yes
KIS 2 Evidence-based high-impact teaching strategies	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of English (Reading and Writing) and Mathematics HITS Structuring Lessons, Explicit teaching, Worked Examples	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>We've had success with 1:1 conferencing and feedback/goal setting with the kids</p>	
<p>Goal 2</p>	<p>To improve Student Voice and Agency in their learning measured against Attitudes to School Survey</p>	
<p>12 Month Target 2.1</p>	<p>End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%</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>	<ul style="list-style-type: none"> Refine and improve a consistent approach to Project Based Inquiry learning and teaching. 	<p>Yes</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Build the profile of our Student Voice team to encourage all students to actively participate in school improvement.</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>The 2018 SATS showed positive growth with Student Voice and Agency. We have considered the 2018 scores from each year level and set realistic goals for 2019. The upward swing in our SATS results gives us confidence the strategies we are implementing have us on the right track. We have embedded most elements of the PBI model across the school and staff evaluations against the model show that during 2019 we could work on 'Reflection' and 'Critique and Revision'. The FISO continuum had us remaining at the 'Evolving' stage and we can take it to the 'Embedding' stage with the rollout of a revamped 'Student Voice Team' and student input into PBI units.</p>	

<p>Goal 3</p> <p>12 Month Target 3.1</p>	<p>To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing</p> <p>End of 2019 Targets Each year level will have an average growth of 1.2 years in Number and Algebra (PAT) and 0.6 years growth by May. NAPLAN % of students achieving: -Low growth will have reduced to 15% or less -Medium to High growth will be 85% or more (including High growth to be greater than 30%) -In the top 2 bands in Year 3 will be 50% -In the top 2 bands in Year 5 will be 45%</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Evaluating impact on learning</p> <p>KIS 2 Evidence-based high-impact teaching strategies</p>	<p>Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Feedback, Questioning, Setting Goals</p> <p>Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of Mathematics HITS Structuring Lessons, Explicit teaching, Worked Examples</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 2018 NAPLAN showed pleasing results in regards to high student growth and percentage of students achieving in the top 2 bands for numeracy. This is a good indication we are tracking along well for the SSP numeracy targets. We will have some work to do in regard to the PAT data so we will continue to support staff and provide professional development on how to collect, analyse and interpret student achievement data to inform planning and explicit teaching. All staff have been following a specific structure for their maths lessons but as there is new staff being employed, the modelling of a maths lesson will be a focus for semester 1 of 2019. Throughout the year a strong focus will be on explicit teaching and catering for students in the top 20% in order to achieve our 12-month targets and to continually challenge our students. In reference to the self-evaluation, the staff have identified that there has been evidence of short-term data improvement. To regularly monitor and evaluate student data, SPA has been introduced and it is expected that data is looked at during every PLT meeting. The next step is to assess how data analysis has impacted the student learning and teacher planning.</p>
<p>Goal 4</p>	<p>Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey</p>

<p>12 Month Target 4.1</p>	<p>End of 2019 Targets Maintain or improve the percent endorsement of the whole school in the Parent Opinion Survey for the following factors within the "Parent Community Engagement" Domain.</p> <p>Parent Participation and Involvement (2018 - 96% positive, 3% neutral) School Support ((2018 - 93% positive, 7% neutral) Teacher Communication (2018 - 80% positive, 13% neutral) Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor.</p> <p>In 2018 91% were generally satisfied Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain</p> <p>School connectedness (2018 sense of belonging - 92% positive) Sense of inclusion (2018 - 92% positive) Advocate at school (2018 - 92%)</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Vision, values and culture</p>	<ul style="list-style-type: none"> Develop, implement and embed the school's vision and values into the school's everyday practice. 	
<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 2018-2021 School Strategic Plan (as a result of the School Review undertaken in 2017) identified the need to update and refresh the school's vision and values, making them more relevant to the current climate and community. A significant increase in student enrollments across the school, along with a particular focus on Student Voice and Agency, and Community Connectedness, provides a unique and timely opportunity to do this.</p>	

Define Actions, Outcomes and Activities

<p>Goal 1</p> <p>12 Month Target 1.1</p>	<p>To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing</p> <p>a</p>
<p>KIS 1 Evaluating impact on learning</p>	<p>Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Feedback, Questioning, Setting Goals</p>
<p>Actions</p>	<p>Develop teacher capacity and understanding to review and analyze data by providing whole school professional learning to raise the level of data literacy. Develop teacher capacity to effectively use student achievement data to inform planning and explicit teaching by providing professional learning. Assessment schedule reviewed and implement consistency. Teacher role created and dedicated to data analysis and running pd for staff</p>
<p>Outcomes</p>	<p>Students:</p> <ul style="list-style-type: none"> - work with teachers to seek and provide feedback to each other about their progress. - reflect on learning goals, progress and conduct self assessments. <p>Teachers:</p> <ul style="list-style-type: none"> - routinely use student learning data to diagnose their own development priorities as well as catering for student needs. They review actual changes in practice following professional learning programs and plan for further improvements. - collaborate around processes such as peer observations, assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning. - use student data to tailor their teaching and preference appropriate high- impact teaching strategies. <p>Leaders:</p> <ul style="list-style-type: none"> - The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. - The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. - Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.

	- Ensure team planning and professional learning time prioritises assessment data analysis.			
Success Indicators	<p>* PAT and F and P growth will show 1.2 years growth on average for each year level</p> <p>* NAPLAN results will show less than 25% of students with low relative growth in reading and writing</p> <p>2019 NAPLAN year 3s in top 2 bands: reading 60% and writing 60%</p> <p>2019 NAPLAN year 5s in top 2 bands: reading 60% and writing 35%</p> <p>* Teacher Judgements will show 1 year growth on average in writing</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate data driven conversations in PLT's to track whole school progress, moderate assessment strategies and inform professional development.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Year level teams use students achievement data to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Termly data discussion with Leaders focusing on student growth, achievements and future planning.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Provide whole school professional learning to improve teacher capacity to use data effectively	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used

Staff to consistently conduct one on one conferences with students in relation to goals and progress.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Participate in writing moderation workshops within EPS and neighbouring schools to effectively assess student writing and identify areas for improvement.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of English (Reading and Writing) and Mathematics HITS Structuring Lessons, Explicit teaching, Worked Examples			
Actions	Employ a Learning Specialist that focuses on Coaching conversations, mentoring and modelling lessons Revisit the High Impact Teaching Strategies documents. Regular and consistent peer observations based on High Impact Teaching Strategies- Structuring Lessons, Explicit Teaching and Worked Examples. Instructional Model embedded for teaching literacy - hook, LI, SC, activate prior knowledge, teacher model, student discovery, summarise/reflect on lesson outcomes. School-based professional learning program developed and implemented that supports the school's identified improvement strategies.			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - work with teachers to seek and provide feedback to each other about their progress. - reflect on learning goals, progress and conduct self assessments. <p>Teachers will:</p> <ul style="list-style-type: none"> - support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students. - use explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. - plan and explicitly teach all reading and writing lessons using the school's agreed instructional model. <p>Leaders will:</p>			

Success Indicators	<ul style="list-style-type: none"> - foster an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. - ensure that staff are supported in using the agreed instructional model and the use of high-impact teaching strategies in reading and writing. - regularly monitor and evaluate literacy programs to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas. 			
	<ul style="list-style-type: none"> * PAT and F and P growth will show 1.2 years growth on average for each year level * NAPLAN results will show less than 25% of students with low relative growth in reading and writing <p>2019 NAPLAN year 3 and 5s in top 2 bands: reading 60% and writing 60% (year 3) writing 35% (year 5)</p> <ul style="list-style-type: none"> * Teacher Judgements will show 1 year growth on average in writing 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning around consistent planning, teaching and assessment of the school's agreed literacy programs. Ongoing and regular Coaching conversations, modelling of lessons and observations	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Timetables peer observations based on High Impact Strategies. Teachers use peer observations to share and debrief about how they are scaffolding learning, unpacking learning intentions and demonstrating expectations.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Reading on HITS * Structuring Lessons * Worked Examples * Explicit Teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Write explicit Learning Intentions and Success Criteria	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$10.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Provide regular and timely feedback to students on reading and writing goals and progress including through professional practice days	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Use Writer's Notebook in literacy as a way to implement the worked examples HITS and student discovery section of the instructional model and link reading with writing.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve Student Voice and Agency in their learning measured against Attitudes to School Survey			
12 Month Target 2.1	End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%			
KIS 1 Empowering students and building school pride	<ul style="list-style-type: none"> Refine and improve a consistent approach to Project Based Inquiry learning and teaching. 			
Actions	<p>PD staff in the opportunities around reflection and critique and revision within PBIL. Termly audits of PBIL units to ensure a consistent approach across the school and drive the shared vision of PBIL. Ensuring that students have an increase in learning/presentation choices as they grow through the year levels with the aim to have students as co-designers of PBIL in the upper levels.</p>			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - reflect on their PBIL - receive and act on self/peer/teacher feedback throughout the PBIL process - make increased choices in their PBIL as they process through the school - providing direction for learning (e.g. wonder wall, student generated questions co-design units) <p>Staff will:</p> <ul style="list-style-type: none"> - reflect on their PBIL teaching to improve future units - feedback will be given to students throughout the process and after the learning presentation - follow the PBIL guidelines - planning opportunities for students to ask questions/co-design the direct of the unit <p>Leaders will:</p> <ul style="list-style-type: none"> - provide staff with PD to ensure they have the tools required to plan reflection and critique and revision opportunities - provide feedback to staff on their PBIL and how it follows the guidelines 			
Success Indicators	<p>Increase year 4-6 school Pivot responses in relation to questions regarding student voice and agency (Q26, 27)</p> <ul style="list-style-type: none"> - The current average response for those questions is 3.8 (need to get y4 averages) - Aim to get this average to 4.2. (Check averages later) <p>Increase whole school Pivot responses in relation to critique and review and reflection (Q 18, 22, 25)</p> <ul style="list-style-type: none"> - The current average response across those three questions is 4.06 - Aim to get this average to 4.2 <p>Project design rubrics show that our staff evaluate the reflection and critique and revision aspect of their PBIL and show an increases to an overall positive response from 72%to 85% (reflection) and from 77% to 85% (critique and revision).</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Run inhouse PD/observations on ways to ensure that PBIL enables students to reflect on their learning and receive critique and revision on their work.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
Monitor consistent use of PBIL guidelines though ongoing	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP	from:	\$10.00

Coaching conversations and PLT meetings and PD - big questions that encompass all concepts - student generated questions that guide the PBIL and are addressed throughout the unit - the PBIL address concepts from the capabilities - the unit ends with a celebration of learning - students actively reflect on their learning from the unit - students have an opportunity to garner self/peer/teacher feedback on their final product.		Priority	Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Students are afforded an increasing amount of choices during PBIL as they process through their schooling.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Build the profile of our Student Voice team to encourage all students to actively participate in school improvement.			
Actions	Overhaul of SRC to become a student voice team. More rigorous structure and process so that students see that they have input into decision making			
Outcomes	Greater student voice and presence in the school community			
Success Indicators	End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consult staff on set up of Student Voice team to ensure consistency in all aspects	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will

				be used
Research models of best practice and visit other schools to see how Student Voice teams are set up	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Actively reflect on the strengths and areas for improvement of the Student Voice team through the year through consultation with staff and students	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Twice a term school leaders to respond to a whole school about student proposals.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Goal 3 12 Month Target 3.1	<p>To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing</p> <p>End of 2019 Targets Each year level will have an average growth of 1.2 years in Number and Algebra (PAT) and 0.6 years growth by May. NAPLAN % of students achieving: -Low growth will have reduced to 15% or less -Medium to High growth will be 85% or more (including High growth to be greater than 30%) -In the top 2 bands in Year 3 will be 50% -In the top 2 bands in Year 5 will be 45%</p>			
KIS 1 Evaluating impact on learning	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Feedback, Questioning, Setting Goals			
Actions	Introduce and examine the High Impact Teaching Strategies documents with a focus on explicit teaching, worked examples and structuring lessons.			

	During PD at the beginning of the year, teachers will analyse students PAT data, identify and record student skills and plan accordingly. Instructional Model embedded.			
Outcomes	<p>Students: Students and Teachers feedback to each other about student progress. Students articulate their own goals and assessment tracker in consultation with the teacher.</p> <p>Teachers: Teachers use student data to tailor their teaching and routinely adjust to cater for individual needs. They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. Teacher judgments are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking.</p> <p>Leaders: The school routinely reviews its impact on students' progress and development and incorporates findings into whole-school professional learning and school improvement plans. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning. Ensure team planning and professional learning time prioritises assessment data analysis.</p>			
Success Indicators	PAT-N NAPLAN Essential Assessment Booker Assessments Student worked examples Data meeting protocol regularly used to discuss student progress & growth Student reflections and survey results Visible goals Teachers using professional practice days for student conference			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers follow the assessment schedule.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP	from:	\$10.00

		Priority	Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Student data focus meetings across year levels discuss recent data following the data meeting protocol model and monitor student progress three times a term.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Teachers have developed effective strategies to meet the needs of the top 20% of students by explicitly teaching mathematical concepts. Teachers will collaborate and share ideas in order to extend and support students.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Teachers will undertake professional development focusing on data literacy and moderation across year levels. Moderation will be a focus in Maths PLT.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of Mathematics HITS Structuring Lessons, Explicit teaching, Worked Examples			
Actions	Introduce and examine the High Impact Teaching Strategies documents with a focus on explicit teaching, worked examples and structuring lessons. Instructional Model embedded. Engage with Peter Sullivan - Maths expert, for a curriculum day at the beginning of the year with a focus on challenging tasks and extension. Ongoing professional learning and coaching conversations with Learning specialist			
Outcomes	Students: Students and Teachers feedback to each other about student progress.			

Success Indicators	<p>Teachers: Teachers have a consistent approach to teaching through structuring lessons, explicit teaching and worked examples. New content is explicitly introduced and explored. Worked examples support independent practice. Teachers present steps required to arrive at the solution so students, cognitive load is reduced and they can focus on the process.</p> <p>Leaders: The school routinely reviews its impact on students' progress and development and incorporates findings into whole-school professional learning and school improvement plans. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning. Ensure team planning and professional learning through peer observations focuses on structuring lessons, explicit teaching, worked examples.</p>			
	<p>School staff survey - Teaching & learning - Practice Improvement summary of module component USE PEDAGOGICAL MODEL 85% or more endorsement - Planning summary - TIME TO SHARE PEDAGOGICAL CONTENT KNOWLEDGE 90% or more endorsement - Implementation summary of module component - COLLABORATE TO SCAFFOLD STUDENT LEARNING 85% or more endorsement NAPLAN PAT-N - top 20% in each year level across the school show 1.2 year growth in 12 months (0.6 years growth in 6 months). Lesson plans include instructional model</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers are to regularly and consistently use Challenging/ Open-ended tasks in their planning such as Resolve, Maths 300 and the Peter Sullivan challenging tasks.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Booker Sequence Assessments for Place Value, Addition, Subtraction, Multiplication and Division will be used to group students by skill in Number.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to:	\$10.00

			Term 4	<input type="checkbox"/> Equity funding will be used
Leaders are to model explicit teaching and structuring of a maths lessons which includes number fluency, launch/hook, discovery, skill group focus (demonstrate how students have been grouped e.g. Booker assessments, Essential Assessment etc), extension tasks and summary.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Regular monitoring of maths planners and worked examples with a focus on students groupings by skill.	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
PLT leaders to observe, coach, mentor and team teach alongside other team members with a focus on explicit teaching, worked examples and structuring lessons.	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17.00 <input type="checkbox"/> Equity funding will be used
Goal 4	Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey			
12 Month Target 4.1	<p>End of 2019 Targets Maintain or improve the percent endorsement of the whole school in the Parent Opinion Survey for the following factors within the "Parent Community Engagement" Domain.</p> <p>Parent Participation and Involvement (2018 - 96% positive, 3% neutral) School Support ((2018 - 93% positive, 7% neutral) Teacher Communication (2018 - 80% positive, 13% neutral) Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor.</p> <p>In 2018 91% were generally satisfied Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain</p> <p>School connectedness (2018 sense of belonging - 92% positive)</p>			

	Sense of inclusion (2018 - 92% positive) Advocate at school (2018 - 92%)			
KIS 1 Vision, values and culture	<ul style="list-style-type: none"> Develop, implement and embed the school's vision and values into the school's everyday practice. 			
Actions	<ul style="list-style-type: none"> * Review and evaluate the effectiveness and relevance of the school's current vision and values statements. * Engage students, staff and parents in discussions about the school's vision, values and goals- linking this to our current work 			
Outcomes	<p>Edithvale Primary School will move from Evolving to Embedding in the Community Engagement in Learning Priority (Building Communities Dimension) in the FISO Continua of Practice. This will happen when;</p> <ul style="list-style-type: none"> * The school works with parents / carers to highlight the importance of high expectations and challenging goals for students. * The school, parents / carers work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements. * Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. * Parents/carers have avenues to work with the school to overcome barriers to family engagement in supporting their child's learning. 			
Success Indicators	<ul style="list-style-type: none"> * Engage the student body (student leaders, Student Voice Team) to evaluate current, and develop School vision and values. * Engage the parent/carer community (School Council, Parent workshop) to evaluate current, and develop School vision and values. * Engage the staff to evaluate current, and develop School vision and values. * Engage External Provider to partner with EPS to develop vision and values and support community engagement. * Launch of "Edithvalues" 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage the student body (student leaders, Student Voice Team) to evaluate, and develop School vision and values.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used

Engage the parent/carer community (School Council, Parent workshop) to evaluate, and develop School vision and values.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Engage the staff to evaluate, and develop School vision and values.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Engage External Provider to partner with EPS to develop vision and values and support community engagement.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Launch "Edithvalues"	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	\$15,000.00	\$15,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$15,000.00	\$15,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Timetables peer observations based on High Impact Strategies. Teachers use peer observations to share and debrief about how they are scaffolding learning, unpacking learning intentions and demonstrating expectations.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
Totals			\$15,000.00	\$15,000.00

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
Facilitate data driven conversations in PLT's to track whole school progress, moderate assessment strategies and inform professional development.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Year level teams use students achievement data to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Termly data discussion with Leaders focusing on student growth, achievements and future planning.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide whole school professional learning to improve teacher capacity to use data effectively	<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"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Matthew Vines again?	<input checked="" type="checkbox"/> On-site
Staff to consistently conduct one on one conferences with students in relation to goals and progress.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Participate in writing moderation workshops within EPS and neighbouring schools to effectively assess student writing and identify areas for improvement.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning around consistent planning, teaching and assessment of the school's agreed literacy programs. Ongoing and regular Coaching conversations, modelling of lessons and observations	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Timetables peer observations based on High Impact Strategies. Teachers use peer observations to share and debrief about how they are scaffolding learning, unpacking learning intentions and demonstrating expectations.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Reading on HITS * Structuring Lessons * Worked Examples * Explicit Teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide regular and timely feedback to students on reading and writing goals and progress including through	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

professional practice days						
Run inhouse PD/observations on ways to ensure that PBIL enables students to reflect on their learning and receive critique and revision on their work.	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 3	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Monitor consistent use of PBIL guidelines through ongoing Coaching conversations and PLT meetings and PD - big questions that encompass all concepts - student generated questions that guide the PBIL and are addressed throughout the unit - the PBIL address concepts from the capabilities - the unit ends with a celebration of learning - students actively reflect on their learning from the unit - students have an opportunity to garner self/peer/teacher feedback on their final product.	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Consult staff on set up of Student Voice team to ensure consistency in all aspects	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>Student data focus meetings across year levels discuss recent data following the data meeting protocol model and monitor student progress three times a term.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> On-site
<p>Teachers have developed effective strategies to meet the needs of the top 20% of students by explicitly teaching mathematical concepts. Teachers will collaborate and share ideas in order to extend and support students.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> On-site
<p>All teachers are to regularly and consistently use Challenging/ Open-ended tasks in their planning such as Resolve, Maths 300 and the Peter Sullivan challenging tasks.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<p>Leaders are to model explicit teaching and structuring of a maths lessons which includes number fluency, launch/hook, discovery, skill group focus (demonstrate how students have been grouped e.g. Booker assessments, Essential Assessment etc),</p>	<input checked="" type="checkbox"/> PLT Leaders	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

extension tasks and summary.						
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