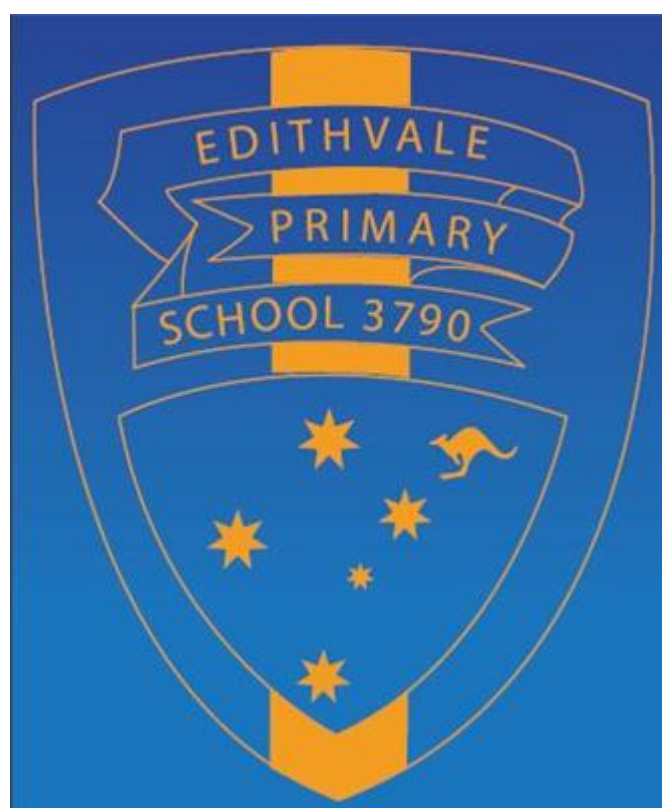


2020 Annual Implementation Plan

for improving student outcomes

Edithvale Primary School (3790)



Submitted for review by James Whitla (School Principal) on 10 December, 2019 at 07:47 AM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 24 February, 2020 at 04:01 PM
Endorsed by Stephen Smith (School Council President) on 25 February, 2020 at 11:08 AM

Self-evaluation Summary - 2020

	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	Embedding
	Vision, values and culture	Emerging moving towards Evolving

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	<p>While our student results remain pleasing in absolute and growth terms, we have slipped to RECHARGE. A continual theme, particularly with English, has been our inability to grow our students below the expected level and get them up to speed. This has motivated us to commit to a MSL type of teaching to intervene in the learning of our struggling Readers and writers. Work has already begun on this for 2020.</p> <p>A larger school population with a few students on second and third chances from other schools made the learning environment somewhat chaotic early in the year and we purposefully redirected professional learning to "Managing Challenging behaviours" and working closely with SSS staff to start to implement a consistent approach to mental wellbeing and self-monitoring through Zones of regulation. CASEA work late this year that extends into 2020 through completion of roughly 60 SNQs has been great.</p> <p>We have shifted aspects of our teaching through the Peer Observation process and the work of our Learning Specialist/Coach who has received excellent feedback and made a difference to the teaching of a primarily inexperienced staff</p>
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<p>Considerations for 2020</p>	<p>We will have some extra supports in place to ensure our Yera 2 cohorts and above have access to specilaised Literacy supports and a new Learning Specialist position that we have created will help to get our PLC teams working smoothly and form good habits from the outset. These PLCs will drill into data and really target gaps in learning (particularly those who struggle with literacy).</p> <p>We aim to keep ,ouyur students creative and curious by expanding our robotics and Science programs through funding teachers and resources</p>
<p>Documents that support this plan</p>	

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	<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%</p> <ul style="list-style-type: none"> * Teacher Judgements will show 1 year growth on average in writing
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- Collaborative Learning, Multiple exposures, Differentiated Teaching
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- Collaborative Learning, Multiple exposures, Differentiated Teaching
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</p>

	<p>voice and agency Percent Positive Response 2017 End of review period Year 4 87% 90% Year 5 67% 90% Year 6 79% 90% Average 78% 90%</p> <p>2020 Goal: End of 2020 Targets Student Voice and Agency:</p> <p>Following cohort data not year level data: Year 3 2019 - aim for 85% positive based on previous year 4 data. Year 4 2019 - 86% aim for 90% positive by end of 2020, Year 5 2019 - 78% aim for 80% positive by end of 2020.</p> <p>Overall average of 85% positive response.</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Students are afforded more opportunities to make informed decisions about their learning throughout all subjects and the school community.
<p>Goal 3</p>	<p>To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing</p>
<p>Target 3.1</p>	<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. ○

	<ul style="list-style-type: none"> • Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Mathematics.
<p>Key Improvement Strategy 3.a Evaluating impact on learning</p> <p>Key Improvement Strategy 3.b 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- Collaborative Learning, Multiple exposures, Differentiated Teaching</p> <p>Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of Mathematics HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching</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>Target 4.1</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)

	<ul style="list-style-type: none">• Advocate at school (2018 - 92%)
Key Improvement Strategy 4.a 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.

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>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Each year level will have an average growth of 1.2 years in Reading (PAT and F&P) by November and 0.6 years growth by May.</p> <p>NAPLAN- matched Cohort Growth between Years 3 and 5 will be above State Mean</p> <p>NAPLAN- matched Cohort Growth between Years 3 and 5 will be 89 points (Reading) and 70 (Writing)</p> <p>NAPLAN- YEAR 5 2021 (long term goal)- Spelling data will show less than 15% of students in the bottom 2 bands</p>
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>Student voice and agency 2020 targets.</p> <p>Year 4 - 85% positive</p> <p>Year 5 - 90% positive</p> <p>Year 6 - 80% positive</p> <p>Overall, 85% positive across year 4-6</p> <p>Base from the current cohort data</p>

		<p>78% 90%</p> <p>2020 Goal: End of 2020 Targets Student Voice and Agency:</p> <p>Following cohort data not year level data: Year 3 2019 - aim for 85% positive based on previous year 4 data. Year 4 2019 - 86% aim for 90% positive by end of 2020, Year 5 2019 - 78% aim for 80% positive by end of 2020.</p> <p>Overall average of 85% positive response.</p>	
<p>To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing</p>	<p>Yes</p>	<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>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- matched Cohort Growth between Years 3 and 5 will be above State Mean NAPLAN- matched Cohort Growth between Years 3 and 5 will be at or above 110 points</p>

<p>Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey</p>	<p>Yes</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>Parent opinion Survey Parent Participation and Involvement (2019- 96% positive, 4 neutral) Teacher Communication (2019- 85 positive, 6%neutral 9%negative)</p> <p>Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor. •In 2019 89% positive, 4% negative</p>
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<p>Goal 1</p>	<p>To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing</p>
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12 Month Target 1.1	<p>Each year level will have an average growth of 1.2 years in Reading (PAT and F&P) by November and 0.6 years growth by May.</p> <p>NAPLAN- matched Cohort Growth between Years 3 and 5 will be above State Mean</p> <p>NAPLAN- matched Cohort Growth between Years 3 and 5 will be 89 points (Reading) and 70 (Writing)</p> <p>NAPLAN- YEAR 5 2021 (long term goal)- Spelling data will show less than 15% of students in the bottom 2 bands</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Evaluating impact on learning	<p>Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching.</p> <p>HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching</p>	Yes
KIS 2 Evidence-based high-impact teaching strategies	<p>Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of English (Reading and Writing) and Mathematics</p> <p>HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching</p>	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The 2019 NAPLAN showed pleasing results in regards to high student growth in READING but poor growth in WRITING. This is a good indication we are tracking along well for the SSP numeracy targets</p> <p>Inclusive Classroom- Supporting students with learning difficulties is needed to help address</p> <ul style="list-style-type: none"> - the 20% of struggling students in each classroom - up skill staff on Phonological Awareness and guide and support staff with strategies to use in literacy sessions - up skill staff in implementing Multi-sensory Learning strategies 	
Goal 2	To improve Student Voice and Agency in their learning measured against Attitudes to School Survey	
12 Month Target 2.1	<p>Student voice and agency 2020 targets.</p> <p>Year 4 - 85% positive</p> <p>Year 5 - 90% positive</p> <p>Year 6 - 80% positive</p> <p>Overall, 85% positive across year 4-6</p> <p>Base from the current cohort data</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	<ul style="list-style-type: none"> Students are afforded more opportunities to make informed decisions about their learning throughout all subjects and the school community. 	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have work to do in affording students more opportunities to choose their learning in different areas of the curriculum (e.g. Maths, English) not just simply PBI. In 2019, our students showed a 77% positive response overall to the Student Voice and Agency section of the AtoSS in that PBI was chosen as our main vehicle for driving improvement in this space and PBI only accounts for about 20-30% of time in the classroom, we need to broaden our focus to other subject areas.	
Goal 3	To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing	
12 Month Target 3.1	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- matched Cohort Growth between Years 3 and 5 will be above State Mean NAPLAN- matched Cohort Growth between Years 3 and 5 will be at or above 110 points	
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- Collaborative Learning, Multiple exposures, Differentiated Teaching	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 Mathematics HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching	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>The 2019 NAPLAN showed pleasing results in regards to high student growth. 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 the instructional model and as there is new staff being employed, the modelling of a maths lesson and revising units of work 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 25% in order to achieve our 12-month targets and to continually challenge our students. In 2019 we launched challenging tasks as part of our differentiated teaching and we want to build on this in 2020. To regularly monitor and evaluate student data, PLCs have been established and reference to data is made at each meeting.</p>
<p>Goal 4</p> <p>12 Month 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>Parent opinion Survey Parent Participation and Involvement (2019- 96% positive, 4 neutral) Teacher Communication (2019- 85 positive, 6%neutral 9%negative)</p> <p>Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor. •In 2019 89% positive, 4% negative</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Vision, values and culture</p>	<p>• Develop, implement and embed the school's vision and values into the school's everyday practice.</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 current Vision and Values of our school have done their time. They have served a purpose and it is time to reflect and reimagine our school. A supportive staff and school council ensures this is the right time to examine our school's vision and embed new values into the language and behaviours of our school community. We have started the journey with our staff and next steps are to check in with our parents and students to determine what they would like our school to stand for and be known for.</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>Each year level will have an average growth of 1.2 years in Reading (PAT and F&P) by November and 0.6 years growth by May. NAPLAN- matched Cohort Growth between Years 3 and 5 will be above State Mean NAPLAN- matched Cohort Growth between Years 3 and 5 will be 89 points (Reading) and 70 (Writing) NAPLAN- YEAR 5 2021 (long term goal)- Spelling data will show less than 15% of students in the bottom 2 bands</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- Collaborative Learning, Multiple exposures, Differentiated Teaching</p>
<p>Actions</p>	<p>Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> * continue to up skill staff on FELA and SPAT R assessment tools * check in and provide continual support and feedback to staff about best practise <p>Teachers will:</p> <ul style="list-style-type: none"> * use FELA (Foundation students Term 1 2020) and SPAT R (1-6) assessment tools to assess (check in) students' phonological knowledge * analyse data and plan tasks to assist in the consolidation of phonological knowledge * use a range of teaching strategies that support different abilities and ways of thinking and learning * use groups and targeted intervention to remediate learning difficulties <p>Students will:</p> <ul style="list-style-type: none"> * have been assessed on their phonological knowledge using SPAT in Term 4 2019 * be grouped according to needs to begin in 2020 * consolidate learning through multiple exposures of letter/sound knowledge * feel supported in their learning

	<p>* be supported in setting learning goals to assist in their learning</p> <p>* be retested using SPAT R assessment at the end of each Term or at teacher's discretion</p>			
Success Indicators	<p>Leaders will: allow for the structure of PLC meetings, professional development sessions and evaluations as part of the meeting schedule, develop their own knowledge of phonological awareness and how to teach these skills timetables and meeting structures, facilitation and provision of professional development sessions for staff, feedback collected from staff about knowledge, skills and attitudes</p> <ul style="list-style-type: none"> We have progressed along the PLC Maturity Matrix in the Building Practice Excellence and Curriculum Planning and Assessment domains <p>Teachers will: gain a greater understanding and knowledge and how to teach phonics and associated skills, use a scope and sequence to plan and deliver lessons</p> <p>Success Indicators:</p> <p>* SPAT results of pre and post assessment will show improvement.</p> <p>Students will: improve their phonological awareness, engage in lessons relevant to their needs</p> <p>Success Indicators: screening results (pre and post test data of FELA and SPAT) will show improvement in Phonological Knowledge</p> <p>Term 1 Professional Development will continue which will focus on strategies to assist the lowest 20% of our students.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>PD-Continue to up skill staff on how to use the assessment tools</p> <p>* purchase FELA (completed)</p> <p>All foundation students screened by speech pathologist and those flagged receive support</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$17,198.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Term 1 PD: Phonological Awareness: Ongoing support for teachers</p> <p>Focus:</p> <p>The Phonics Staircase, with attention given to strategies teachers can use in Literacy groups.</p> <p>Knowledge and acquisition of spelling rules.</p> <p>Spelling Scope and Sequence</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$200.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Term 3 PD- follow up arrangements TBA * Steve Capp/Sarah Acome from Bentleigh West PS to share their story and assist with our journey * Cathy Harrison: (pending) Consultant to assist with our future direction. Day/time TBA depending on needs and availability				
English PLT to analyse, screen data (SPAT and PAT R) and planners Highlight areas for PLC focus	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
CRTs hired to support coaching conversations on Inclusive schools, MSL, phonics, screening students for 2021 PD provided on Student free day	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Writing: Teachers to continue to follow/use Seven Steps strategies in literacy programs There will be two Moderation sessions held: June and November	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Progress reports will reflect ongoing assessment. SPAT and Pre and Post Essential Assessment tasks will be used each term to track student progress and results reflected in Progress Reports.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
F and P testing: to be administered at the end of Terms 2 and 4- or should teachers wish to check in with student learning. Results will be reflected in end of semester 2 and 4 student reports.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

PLC structure. Time tabled PLC data evaluation meetings held weekly throughout Term 1 with PLC Coach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Screen students to obtain data of Phonological Knowledge 2020 Foundation Students FELA 2019 F-6 SPAT R:	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Assessment Term 4 2020 for our 2021 Foundation students FELA as part of transition	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,000.00 <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- Collaborative Learning, Multiple exposures, Differentiated Teaching			
Actions	Peer observations and Learning walk cycles (focus on HITS and consistency in English programs)			
Outcomes	Students -consolidate their learning through opportunities that engage and re-engage them with new content over a period of time -feel supported and confident about new learning. -understand the protocols for working collaboratively -accept individual responsibility for participating and contributing to group tasks -are supported and challenged to reach their learning potential Staff -plans units of work that clearly identify new knowledge and skills that will benefit from multiple exposures			

	<ul style="list-style-type: none"> -regularly sets group tasks and establishes ground rules about how groups operate -explicitly teaches students to work as a team by assigning different roles within groups so that students take responsibility for particular aspects of tasks -differentiates learning by assigning group content based on student readiness -designs tasks that require sharing expertise and ensuring each student's contribution is valued by other students -promotes interactions by organising students in flexible groupings in which group membership varies and may be based, for example, on friendship, mixed academic ability or common interests. -sets high expectations for all students -uses a range of teaching strategies that support different abilities and ways of thinking and learning -sets open-ended tasks that allow students to work at different levels and paces -uses group and targeted interventions to remediate learning difficulties <p>Leaders Leaders provide opportunities for teachers to work collaboratively. Leaders support teachers to provide feedback to each other using feedback protocols. Leaders create an environment and schedule for teachers to observe experienced colleagues, trial new strategies, and seek feedback to support changes to their practice.</p>			
Success Indicators	<p>Leaders will: Success Indicators: notes and reflections from Learning Walks, timetabled Peer Observation cycle with cover for teachers and meeting times allocated, SIT meeting minutes</p> <p>Teachers will: Success Indicators: lesson plans, notes from peer coaching observations and reflections, attend professional development related to the areas of need of their students and complete reflections (at PD, through coaching Peer Obs or through PDP process)</p> <p>Students will: Success Indicators: articulate personal goals, lesson goals and objectives during Learning Walks, show improvements in Reading (F&P, PAT-Reading), Writing (moderation sessions in June and November) and Spelling (FELA: all Foundation students Term 1, Flagged students using SPAT-R at the end of each term and WOW inventories as required)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning walks will be conducted to check in with teachers and monitor student learning. Focus on Differentiation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Peer Observations- will occur in Terms 2 and 3.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$8,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLT- to check in and review planners- and give teachers an opportunity to analyse and discuss 'next learning' strategies for students.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Moderated writing samples shared regularly	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <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	Student voice and agency 2020 targets. Year 4 - 85% positive Year 5 - 90% positive Year 6 - 80% positive Overall, 85% positive across year 4-6 Base from the current cohort data			
KIS 1 Empowering students and building school pride	<ul style="list-style-type: none"> Students are afforded more opportunities to make informed decisions about their learning throughout all subjects and the school community. 			
Actions	Develop a whole school understanding of what student agency in learning looks like.			

<p>Outcomes</p>	<p>Identify opportunities to activate student agency in learning</p> <hr/> <p>Students:</p> <ul style="list-style-type: none"> - can choose learning activities based on agreed goals - are assessed against prior achievements, rather than against other students' work - are supported and challenged to reach their learning potential - monitor their own progress - co-constructing Pivot Plans, regularly participating in Pivot Forums and monitoring progress towards <p>Staff:</p> <ul style="list-style-type: none"> - differentiates learning by assigning group content based on student readiness - uses targeted interventions to remediate learning difficulties - assesses student work against prior achievements rather than against other students' work - uses pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths - provides students with realistic, challenging goals, and recognise effort - uses a range of teaching strategies that support different abilities and ways of thinking and learning - sharing back student progress with individual students and conduct conversations about where to next - unpacking Pivot Results - conducting Pivot Forums in other classes - displaying Pivot plans and referencing them <p>Leaders:</p> <ul style="list-style-type: none"> - share strategies and successes for building student agency - learning walks being conducted and feedback being provided to staff - monitoring Pivot Plans
<p>Success Indicators</p>	<p>Students:</p> <ul style="list-style-type: none"> - are able to verbalise their learning goals and justify the choices they have made - are able to make informed decisions based on data they gather - respond positively to questions from the Human Centered Design Impact Survey and learning walk questions - provide a wider range of student artefacts to show learning - Student Attitude for Schools Survey & Pivot & E.P.S adaptive attitude survey - students can articulate Pivot Plans and their role in these

- Staff:**
- construct individualised goal charts to show student progress
 - collect data and show progress using data checks
 - respond to feedback given from learning walks and students surveys
 - Pivot surveys are being administered
 - Pivot Plans are prominently displayed in every classroom
- Leaders:**
- drawing conclusions from the data collected to move forward
 - scheduling Pivot cycles on Meeting Schedule

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Upskilling of staff on the use of essential assessment to improve student agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop timeline for staff and students to experience fundamentals course of Human Centered Design with Ortal	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used
PBIL team members monitor 'voice and choice' within PBI across the school	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers share strategies at PLT meetings about how they use choice to drive engagement in English, Maths and Wellbeing - Establish techniques for year levels to give students choice and agency in their learning	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will

<ul style="list-style-type: none"> - Teachers use assessment data to promote student ownership of their learning <p>Wellbeing:</p> <ul style="list-style-type: none"> - Teachers administer Pivot Survey and share results with students 			Term 4	be used
<p>Rolling out a consistent approach to launching PBIL where:</p> <ul style="list-style-type: none"> - students using 'need to know' questions to drive learning - using Wonderwall as a space for questions - using the 'question formulation technique' consistently 	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>PD staff in the development of Pivot Plans and how they are used throughout the year. Purchase PIVOT surveys for all staff @\$50 each per year</p>	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - develop a rotating roster for teachers to attend Student Voice Team meeting at lunchtime 	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - cement a "Cycle of Inquiry" process around the way the SVT tackles problems, consolidate SVT process and promote more across community 	<input checked="" type="checkbox"/> Student Leadership Coordinator <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
<p>Student voice & agency in the classroom:</p> <ul style="list-style-type: none"> - Implementation of Human Centered Design Framework within years 3-6 to help drive student agency 	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Investigate methods of including student-driven questioning within PBIL	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3 12 Month Target 3.1	To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing 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- matched Cohort Growth between Years 3 and 5 will be above State Mean NAPLAN- matched Cohort Growth between Years 3 and 5 will be at or above 110 points			
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- Collaborative Learning, Multiple exposures, Differentiated Teaching			
Actions	PLCs established throughout the school. They will document and table data at every meeting to inform Collaborative Learning, Multiple exposures, Differentiated Teaching. PLTs sharing and examining data at meetings.			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> -are skilled at providing feedback to each other -can choose learning activities based on agreed goals -are assessed against prior achievements, rather than against other students' work <p>Staff</p> <ul style="list-style-type: none"> -link multiple exposures to learning goals -assess student work against prior achievements rather than against other students' work -use pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths -provide students with realistic, challenging goals, and recognise effort -rely on formative assessment to monitor student learning progress toward and beyond learning goals <p>Leaders</p> <p>The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations.</p>			

Success Indicators	Leaders are active and engaged members of PLCs Leaders regularly monitor the data			
	PLCs using data protocols effectively and following the same meeting structure.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers follow the assessment schedule- including termly data collection from our Booker sequence and Essential Assessments.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50.00 <input type="checkbox"/> Equity funding will be used
PLCs will focus on collaborating and sharing data and ideas in order to extend and support students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50.00 <input type="checkbox"/> Equity funding will be used
Progress reports will reflect ongoing assessment. Pre- and post-Essential Assessments will be used each term to track student progress. Results will be reflected in Progress reports.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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- Collaborative Learning, Multiple exposures, Differentiated Teaching			
Actions	Peer Observation focus areas- Collaborative Learning, Multiple exposures, Differentiated Teaching Learning walk cycle (focus on HITS) twice per term in Semester 1 where Teams of teachers observe teaching and learning in other year levels and offer feedback.			

Outcomes	<p>Students</p> <ul style="list-style-type: none"> -consolidate their learning through opportunities that engage and re-engage them with new content over a period of time -feel supported and confident about new learning. -understand the protocols for working collaboratively -accept individual responsibility for participating and contributing to group tasks -are supported and challenged to reach their learning potential <p>Staff</p> <ul style="list-style-type: none"> -plans units of work that clearly identify new knowledge and skills that will benefit from multiple exposures -regularly sets group tasks and establishes ground rules about how groups operate -explicitly teaches students to work as a team by assigning different roles within groups so that students take responsibility for particular aspects of tasks -differentiates learning by assigning group content based on student readiness -designs tasks that require sharing expertise and ensuring each student's contribution is valued by other students -promotes interactions by organising students in flexible groupings in which group membership varies and may be based, for example, on friendship, mixed academic ability or common interests. -sets high expectations for all students -uses a range of teaching strategies that support different abilities and ways of thinking and learning -sets open-ended tasks that allow students to work at different levels and paces -uses group and targeted interventions to remediate learning difficulties <p>Leaders</p> <p>Leaders provide opportunities for teachers to work collaboratively. Leaders support teachers to provide feedback to each other using feedback protocols. Leaders create an environment and schedule for teachers to observe experienced colleagues, trial new strategies, and seek feedback to support changes to their practice.</p>			
Success Indicators	<p>Multiple exposures reflected in planning documents Timetable for Peer Observations and Learning walks List of common practices shared with all staff Hit academic targets</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"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Planning docs on Google Drive monitored regularly which reflect differentiated tasks and a cycle of multiple exposures.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
George Booker locked in for a student free day March 13 to unpack his Teaching Mathematics book and showing us how to avoid teaching misconceptions in mathematics	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <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 within each Year Level by skill in Number. Added to by Stephen Norton's work- videos and fractions assessments	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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 differentiated teaching, collaborative learning and multiple exposures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 4 12 Month Target 4.1	Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey Parent opinion Survey Parent Participation and Involvement (2019- 96% positive, 4 neutral) Teacher Communication (2019- 85 positive, 6%neutral 9%negative) Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor.			

	•In 2019 89% positive, 4% negative			
KIS 1 Vision, values and culture	• Develop, implement and embed the school's vision and values into the school's everyday practice.			
Actions	Review and evaluate the effectiveness and relevance of the school's current vision and values statements. LAUNCH our new Values in Term 2			
Outcomes	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; * 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. * 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			
Success Indicators	Parent Opinion Survey- connectedness LAUNCH of VALUES in 2020 happens			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
LAUNCH of VALUES in 2020 happens	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Creation of Values document after consultation with all community members, students and staff	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal		to: Term 2	<input type="checkbox"/> Equity funding will be used
VALUES launch week- 1 value per week. Launched in term 2	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Engage students, staff and parents in discussions about the school's vision, values and goals- linking this to our current work	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Survey parents on preferred values for our school moving forward	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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	\$32,898.00	\$35,698.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$32,898.00	\$35,698.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>PD-Continue to up skill staff on how to use the assessment tools * purchase FELA (completed) All foundation students screened by speech pathologist and those flagged receive support</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT</p>	\$17,198.00	\$17,000.00
<p>Term 1 PD: Phonological Awareness: Ongoing support for teachers Focus: The Phonics Staircase, with attention given to strategies teachers can use in Literacy groups. Knowledge and acquisition of spelling rules. Spelling Scope and Sequence</p> <p>Term 3 PD- follow up arrangements TBA * Steve Capp/Sarah Asome from Bentleigh West PS to share their story and assist with our journey * Cathy Harrison: (pending) Consultant to assist with our future direction. Day/time TBA depending on needs and availability</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$200.00	\$3,000.00

CRTs hired to support coaching conversations on Inclusive schools, MSL, phonics, screening students for 2021 PD provided on Student free day	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$7,000.00	\$7,000.00
Peer Observations- will occur in Terms 2 and 3.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$8,500.00	\$8,698.00
Totals			\$32,898.00	\$35,698.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
<p>PD-Continue to up skill staff on how to use the assessment tools * purchase FELA (completed) All foundation students screened by speech pathologist and those flagged receive support</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Bentleigh West Primary School</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Term 1 PD: Phonological Awareness: Ongoing support for teachers Focus: The Phonics Staircase, with attention given to strategies teachers can use in Literacy groups. Knowledge and acquisition of spelling rules. Spelling Scope and Sequence</p> <p>Term 3 PD- follow up arrangements TBA * Steve Capp/Sarah Asome from Bentleigh West PS to share their story and assist with our journey * Cathy Harrison: (pending)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Bentleigh West Primary School</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Consultant to assist with our future direction. Day/time TBA depending on needs and availability						
English PLT to analyse, screen data (SPAT and PAT R) and planners Highlight areas for PLC focus	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
CRTs hired to support coaching conversations on Inclusive schools, MSL, phonics, screening students for 2021 PD provided on Student free day	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Writing: Teachers to continue to follow/use Seven Steps strategies in literacy programs There will be two Moderation sessions held: June and November	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Progress reports will reflect ongoing assessment. SPAT and Pre and Post Essential	<input checked="" type="checkbox"/> All Staff	from: Term 1 to:	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Assessment tasks will be used each term to track student progress and results reflected in Progress Reports.		Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	
F and P testing: to be administered at the end of Terms 2 and 4- or should teachers wish to check in with student learning. Results will be reflected in end of semester 2 and 4 student reports.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLC structure. Time tabled PLC data evaluation meetings held weekly throughout Term 1 with PLC Coach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning walks will be conducted to check in with teachers and monitor student learning. Focus on Differentiation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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
Peer Observations- will occur in Terms 2 and 3.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT- to check in and review	<input checked="" type="checkbox"/> Leadership	from:	<input checked="" type="checkbox"/> Design of formative	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

planners- and give teachers an opportunity to analyse and discuss 'next learning' strategies for students.	Team	Term 1 to: Term 4	assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Moderated writing samples shared regularly	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLCs will focus on collaborating and sharing data and ideas in order to extend and support students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <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
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"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
George Booker locked in for a student free day March 13 to unpack his Teaching Mathematics book and showing us how to avoid teaching misconceptions in mathematics	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants George Booker	<input checked="" type="checkbox"/> On-site
PLT leaders to observe,	<input checked="" type="checkbox"/> Leadership	from:	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>coach, mentor and team teach alongside other team members with a focus on differentiated teaching, collaborative learning and multiple exposures</p>	<p>Team <input checked="" type="checkbox"/> Numeracy Leader</p>	<p>Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons</p>	<p><input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</p>	
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