**2019 Annual Implementation Plan**

Submitted for review by Tara Hulonce (School Principal) on 28 November, 2018 at 09:16 AM  
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 05 December, 2018 at 07:07 AM  
Endorsed by Henry Rundell (School Council President) on 20 December, 2018 at 08:20 AM

**for improving student outcomes**

Bundarra Primary School (5228)



**Self-evaluation Summary - 2019**

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|  | 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 | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **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 | Evolving moving towards Embedding |

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

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

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| **Enter your reflective comments** | 2018 began with the colour purple, as the School Performance Report placed us in the "Transform" performance group. Initially this was challenging, but we embraced the challenge and worked hard to improve. We received extra DSSI resources- Deep Engagement and Teaching Partners. This support assisted us to really delve into effective teaching and learning practice, data analysis and develop targeted actions and strategies. We have since moved into the “Renew” performance group. Notable areas of improvement are:   Excellence in Teaching and Learning-  • Teacher judgement data shows we are on target with SSP goal.  • Data Walls are in use for Literacy and Numeracy growth and Attendance data.  • Development of Instructional models for Reading and Numeracy. • Protocols (expectation documents) under creation. • Exploration of HITS through BASTOW PLC involvement. • Reinvigorated STEM classes have given students extra interest in Science, Technology, Engineering and Maths.  • QuickSmart Maths program has successfully supported senior students. • SoundsWrite phonics implemented in F-3, staff trained and "pre-loading" of student occurring regularly.  • Bundarra was named at the Regional Evidence forum as the only high SFOE school to have achieved Most Improved Grade 5 in Reading and Numeracy.   Positive Climate for Learning-  • Explicit values instruction and Respectful Relationships programs taught throughout the school.  • Student Representative Council is extremely active, meeting weekly to improve Environment, Activities and Fundraising. • Positive social media increase- school facebook page promoting Bundarra. • Community Liaison Officer has enhanced school/ community relationships and supported many families with external agencies.  • Breakfast program well attended and supported.  • Parents & Friends group events and activities. • Extra transition sessions provided to identified students. • Inclusive Schools Funding Grant success- $164,000 for a Sensory Playspace. |
| **Considerations for 2020** | 2019 is a review year for Bundarra and will signify the start of an exciting journey. Following extensive data analysis of all data sets, Victorian Curriculum, student growth, Fountas and Pinnell, NAPLAN, AtSS, Parent Survey, Staff Opinion Survey, Attendance we have determined areas of improvement focus. These include:   Excellence in Teaching and Learning-  • Continuing PLC work with Mini (Improvement) Projects based around HITS. Semester 1- Differentiation. Semester 2- Writing. • Protocol development to include High Impact Teaching Strategies. • Peer Observations, Teacher Reflection (SWIVL) regularly scheduled. • Continue “Reading” as a focus with DSSI teaching Partners. • Reading and Numeracy Instructional models to include DET Pedagogical Model and Practice Principles.  • Develop Writing Instructional Model, incorporating the above.  • Introduce and embed the “6 Traits + 1” Writing model.  • Learning Specialist to model, coach and mentor teachers in exemplary classroom practice. • SoundsRight Model (DET) throughout Junior school F-3.  • Focus on Numeracy Instructional Model, and improving numeracy resourcing. • Assessment schedule directly linked to data analysis tasks. • Purchase and use Essential Assessments.  Positive Climate for Learning-  • Behaviour Support program implementation, following 2018 review. • Peaceful Kids mentoring program- two intakes planned. • Student Representative Council work to continue.  • SRC data analysis tasks- AtSS and behaviour support processes. • Improving student attendance through monitoring.  • Continuing to find ways to enhance "student voice".  • Cleartrack student management system purchase and use by staff. |
| **Documents that support this plan** | BPS DATA ANALYSIS overview.docx (0.64 MB) BPS PA PLANNER T3 2018.docx (0.02 MB) BPS PA PLANNER T4 2018.docx (0.02 MB) DATA ANALYSIS AIP 2019.docx (0.16 MB) NAPLAN Achievement recognition 2018.pdf (0.36 MB) Sch\_Prf\_Rpt\_20175228.pdf (1.86 MB) |

**SSP Goals Targets and KIS**

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| Goal 1 | To improve outcomes in literacy and numeracy for all students Grades Foundation to 6. |
| Target 1.1 | **VICTORIAN CURRICULUM-** 100% of students without a diagnosed learning disability will achieve one level growth in one academic year.  **NAPLAN-** Improve NAPLAN learning growth in the following years:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **READING** | | **WRITING** | | **NUMERACY** | | | **Growth** | Low | Medium/ High | Low | Medium/ High | Low | Medium/ High | | **2015** | 29% | 71% | 24% | 76% | 41% | 51% | | **2019** | 0% | 100% | 0% | 100% | 0% | 100% |    **Student Attitudes To School** **Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2018-2019)****Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2018-2019)****Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2018-2019)****Parent Opinion** **School Connectedness – 2 year average mean factor score to increase from 22nd percentile (2014-2015) to 45 percentile (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 50th (2014-2015) to 75th percentile (2018-2019)****Absenteeism****Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan.** |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Build teacher capacity to effectively teach Literacy and Numeracy through High Impact Teaching Strategies (HITS), school developed Protocols, Pedagogical models and feedback processes. |
| Goal 2 | By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. |
| Target 2.1 | **Student Attitudes To School** **Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2018-2019)****Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2018-2019)****Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2018-2019)****Parent Opinion** **School Connectedness – 2 year average mean factor score to increase from 22nd percentile (2014-2015) to 45 percentile (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 50th (2014-2015) to 75th percentile (2018-2019)****Absenteeism****Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan.** |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Enhancing student connectedness, voice and support through links with School Focused Youth Services (Berry Street Education Model) and neighbouring schools, with "Positive Education" a focus. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve outcomes in literacy and numeracy for all students Grades Foundation to 6. | Yes | **VICTORIAN CURRICULUM-** 100% of students without a diagnosed learning disability will achieve one level growth in one academic year.  **NAPLAN-** Improve NAPLAN learning growth in the following years:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **READING** | | **WRITING** | | **NUMERACY** | | | **Growth** | Low | Medium/ High | Low | Medium/ High | Low | Medium/ High | | **2015** | 29% | 71% | 24% | 76% | 41% | 51% | | **2019** | 0% | 100% | 0% | 100% | 0% | 100% |    **Student Attitudes To School** **Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2018-2019)****Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2018-2019)****Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2018-2019)****Parent Opinion** **School Connectedness – 2 year average mean factor score to increase from 22nd percentile (2014-2015) to 45 percentile (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 50th (2014-2015) to 75th percentile (2018-2019)****Absenteeism****Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan.** | Ensure all students deemed capable make 12 months Victorian Curriculum growth annually.  Grow achievement in all NAPLAN Top 2 Bands Y3 2017- Y5 2019, specifically:  2019 Grade 5 Reading at 41% (11 students) in top two bands (bands 5,6 or even 7&8). 2019 Grade 5 Writing at 25% (6 students) in top two bands (bands 5,6 or even 7&8). 2019 Grade 5 Numeracy at 25% (6 students) in top two bands (bands 5,6 or even 7&8).  Increase the number of G3 students performing in the top 2 bands in NAPLAN: 2019 Grade 3 Reading to 45% or 8 students in top two bands (bands 4,5 & even 6).  2019 Grade 3 Numeracy to 20% or 3 students in top two bands (bands 4,5 & even 6).  2019 Grade 3 Writing to 20% or 3 students in top two bands (bands 4,5 & even 6). |
| By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. | Yes | **Student Attitudes To School** **Student Motivation – 2 year average mean factor score to increase from 4.4 (2014-2015) to 4.50 (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 3.8 (2014-2015) to 4.50 (2018-2019)****Learning Confidence – 2 year average mean factor score to increase from 3.7 (2014-2015) to 4.50 (2018-2019)****Teacher Effectiveness – 2 year average mean factor score to increase from 4.1 (2014-2015) to 4.50 (2018-2019)****Parent Opinion** **School Connectedness – 2 year average mean factor score to increase from 22nd percentile (2014-2015) to 45 percentile (2018-2019)****Stimulating Learning – 2 year average mean factor score to increase from 50th (2014-2015) to 75th percentile (2018-2019)****Absenteeism****Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan.** | Attitudes to School Data-  "Classroom behaviour" to improve from 71%- 80% (boys) and from 78%- 86%.  "Student Voice and agency" to increase from 55%- 60% (boys) and from 65%- 75% (girls)   "School Connectedness" to move from 65%- 75% (boys) and 81%- 90% (girls)  Absenteeism-  Reduce student absences to 14 days average per student.   Parent Opinion Survey Data- Student safety: “Managing Bullying” to improve from 84%- 90%. |

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| Goal 1 | To improve outcomes in literacy and numeracy for all students Grades Foundation to 6. | |
| 12 Month Target 1.1 | Ensure all students deemed capable make 12 months Victorian Curriculum growth annually.  Grow achievement in all NAPLAN Top 2 Bands Y3 2017- Y5 2019, specifically:  2019 Grade 5 Reading at 41% (11 students) in top two bands (bands 5,6 or even 7&8). 2019 Grade 5 Writing at 25% (6 students) in top two bands (bands 5,6 or even 7&8). 2019 Grade 5 Numeracy at 25% (6 students) in top two bands (bands 5,6 or even 7&8).  Increase the number of G3 students performing in the top 2 bands in NAPLAN: 2019 Grade 3 Reading to 45% or 8 students in top two bands (bands 4,5 & even 6).  2019 Grade 3 Numeracy to 20% or 3 students in top two bands (bands 4,5 & even 6).  2019 Grade 3 Writing to 20% or 3 students in top two bands (bands 4,5 & even 6). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Build teacher capacity to effectively teach Literacy and Numeracy through High Impact Teaching Strategies (HITS), school developed Protocols, Pedagogical models and feedback processes. | 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. | School PLC has analysed the following data sets using a FISO Improvement Cycle: NAPLAN Reading: Grade 3- 6% AT standard, 6% BELOW Grade 5- 16% AT standard, 3% BELOW Fountas and Pinnell (Reading) Term 3 2018- some year levels minimal growth. (Moderation)  NAPLAN Writing: Grade 3- 19% at standard, but need work on audience, structure, ideas, persuasive devices, paragraphing, punctuation and spelling. See Item analysis report. Grade 5- 8% At standard, 8% BELOW, but need work on structure, vocab, cohesion, persuasive devices, paragraphing, punctuation and spelling  NAPLAN Numeracy: Grade 3- 19% AT standard, 13% BELOW Standard Grade 5- 16% AT standard, none below  Victorian Curriculum Student Achievement Data- see individual class achievement/ data wall.  The various data analysis tasks demonstrated whilst we have made improvement in student literacy and numeracy learning, some refinement could promote further improvement. Actions to develop, share and document common understandings of effective practice are considered vital at this stage of our improvement journey. | |
| Goal 2 | By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. | |
| 12 Month Target 2.1 | Attitudes to School Data-  "Classroom behaviour" to improve from 71%- 80% (boys) and from 78%- 86%.  "Student Voice and agency" to increase from 55%- 60% (boys) and from 65%- 75% (girls)   "School Connectedness" to move from 65%- 75% (boys) and 81%- 90% (girls)  Absenteeism-  Reduce student absences to 14 days average per student.   Parent Opinion Survey Data- Student safety: “Managing Bullying” to improve from 84%- 90%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Enhancing student connectedness, voice and support through links with School Focused Youth Services (Berry Street program) and neighbouring schools, with "Positive Education" a focus. | 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. | DET Attitudes to School survey 2018 (AtSS) has shown the following: • Student Voice/ Agency- 60% overall primary (65%- girls. 55%- boys) • Classroom behaviour- 74% Positive overall. Girls- 78%. Boys- 71% • School Connectedness- 72% positive overall. Girls- 81%. Boys- 65%  The PLC has analysed this data and recognises we will have room for improvement. In 2018 we completed a review of Behaviour Support processes and reinvigorated our Student Representative Council to improve effectiveness, both of which processes involved students. The student voice and agency data is particularly concerning, as is the boys data being so much lower than girls. This work of developing an inclusive environment is ongoing and vital to our community and is not something that happens without effort and focus. | |

**Define Actions, Outcomes and Activities**

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| KIS 1 Curriculum planning and assessment | Build teacher capacity to effectively teach Literacy and Numeracy through High Impact Teaching Strategies (HITS), school developed Protocols, Pedagogical models and feedback processes. | | | | |
| **Actions** | Workforce Planning-  • Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership, Curriculum Leaders and Learning Specialist.  Strategic Resource Management- • Review and where appropriate, allocate resources to this area of work. • Ensure a strong line of sight between the AIP and PDP's of all staff.  Professional Activity- Design a professional activity plan that aims to: • Develop teacher capacity and understanding around the Bundarra Reading Pedagogical/ Instructional Model. • Develop teacher capacity and understanding of the DET Pedagogical Model, Practice Principles and HITS. • Develop and document protocols for a range of teaching and learning processes in literacy and numeracy. • Develop teacher capacity and understanding of the 6 Traits of Writing. • Develop a writing Pedagogical/ Instructional Model to explore explicit teaching and learning of writing.  • Refine and develop Numeracy Pedagogical/ Instructional Model, incorporating DET Pedagogical Model, Practice Principles and HITS. • Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching of Numeracy. • Enhance teacher knowledge and capacity to work as effective teams utilising a PLC Mini project process.  Monitoring using the FISO Improvement Cycle- • Utilise SPOT and FISO to monitor progress throughout the year. • Utilise the improvement cycle and school developed data analysis tool to monitor student learning growth. • Establish routine processes and procedures to enable disciplined use of the Improvement Cycle- add to Professional Activity Planner. • Ensure solutions to challenges and barriers are collaboratively discussed with stakeholders. • Ensure professional learning for staff is embedded in the approach to implementation. • Use data and evidence to monitor progress and adjust strategies as required. | | | | |
| **Outcomes** | These actions will have the following outcomes for these stakeholders:  Leaders-  • Use current research and the Improvement Cycle to plan, implement, monitor and evaluate this work. • Provide ongoing feedback to and support to build collective efficacy. • Identify and target areas of PD to build collective efficacy using the Professional Activity Planner.  Teachers- • Utelise High Impact Teaching Strategies (HITS), school developed Protocols and Pedagogical models in daily teaching and learning.  • Evaluate the impact of their teaching on learning by analysing multiple sources of data both individually and in PLCs. • Challenge and support each other to improve professional practice. • Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example. • Design worked examples that are accessible to students and unpack the learning process, highlighting options to arrive at the correct solution. • Monitor student learning and support students to move towards independent practice.  Students- • Actively engage with Learning Intentions and Success Criteria to plan their own learning. • Self-monitor their progress, and provide evidence they believe demonstrates achievement of their goals. • Report their progress with evidence showing goal achievement to parents and others. Eg. feedback sessions/ Student Led Conferences. • Develop future learning goals based on identified strengths and areas for improvement. • Engage actively in tasks. • Understand the process required to complete tasks. • Move with confidence from worked examples to independent practice (HITS). | | | | |
| **Success Indicators** | Success will be measured through Data Analysis, evaluation and diagnosis processes using the following indicators: • Staff, student or parent perception data. Eg. School Staff Survey, AtSS, Parent Opinion Survey. • Student NAPLAN results in Grade 3, growth data for Grade 5.  • Victorian Curriculum teacher judgement data- Data Wall.  • Teaching and learning programs: term/ semester/year teaching and learning programs, lesson plans, learning resources. • Classroom observations: lesson observation notes, SWIVL video clips of practice, student survey data, peer observation notes, Walk Through documentation.  • Reflection and feedback. Eg. student feedback/ reflection, student conference notes, teacher student records, informal parent feedback. • Assessment of learning. Eg. assessment schedule, assessment tools, diagnostic instruments, data walls. • Staff collaboration and communication. Eg. team teaching videos, co-constructed resources, common assessment tasks, PLC meeting minutes.  • Professional learning: professional learning plans, action research, PLC journals, professional learning workshops/forums. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Workforce Planning- • Using the SRP, review the current workforce plan to strengthening professional practice through shared instructional leadership, Curriculum Leaders (special payments = $6,000) and Learning Specialist.  • Ensure effective professional relationship with Teaching Partners, through timetabling and organisational processes.  NOTE: See Professional Activity 6 below for salary details. | | 🗹 Leadership Team  🗹 Principal  🗹 Teaching Partners (DSSI) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🞎 Equity funding will be used |
| Strategic Resource Management 1- • Ensure a strong line of sight between the AIP and PDP's of all staff. | | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Strategic Resource Management 2- • Ensure literacy and numeracy intervention programs are well resourced to meet student needs, incorporating regular assessment, data analysis and planning.  • Ensure classroom literacy and numeracy intervention programs are well resourced to meet student needs, incorporating assessment and data use. Total spend including PD- Literacy ($25, 400). Numeracy ($17,500). | | 🗹 Leadership Team  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $42,500.00  🗹 Equity funding will be used |
| Professional Activity 1- • Ensure the Professional Activity Planner develops teacher capacity, understanding and support of the Reading Pedagogical/ Instructional Model, DET Pedagogical Model, Practice Principles and HITS. | | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Activity 2- • Develop and document protocols for a range of teaching and learning processes in literacy and numeracy.  • Enlist the support of Teaching Partners and Learning Specialists in this work. | | 🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 PLC Leaders  🗹 Principal  🗹 Teacher(s)  🗹 Teaching Partners (DSSI) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Activity 3- • Develop teacher capacity and understanding of the 6 Traits of Writing. • Develop a writing Pedagogical/ Instructional Model to explore explicit teaching and learning of writing. (eg. "Write Ways"- Lesley Wing Jan) | | 🗹 Literacy Leader  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Activity 4- • Refine and develop Numeracy Pedagogical/ Instructional Model, incorporating DET Pedagogical Model, Practice Principles and HITS. • Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching of Numeracy. | | 🗹 Numeracy Leader  🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Activity 5-  • Provide PD on Tier 1 and 2 Literacy and Numeracy Intervention programs- SoundsWrite ($1,500), Lexia, JEMM, Essential Assessments. • Provide PD for Tier 3 Numeracy Intervention- Quicksmart. ($3,900) • Provide PD on Tier 3 Aural Language, Comprehension and KEYLNP Interventions ($3,900) MaqLit ($2,680 funded in 2018) • Attend 2019 Literacy Festival PD ($2,000) | | 🗹 Education Support  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $7,400.00  🗹 Equity funding will be used |
| Professional Activity 6-  • Learning Specialist to support all classroom teachers (salary) • Provide Tier 2 & 3 F-2 Literacy Interventions- SoundsWrite (pre-loading), ChipperChat and Lexia Grades 3-6 (0.79 ES salary) • Deliver Tier 3 F-2 Literacy Intervention- Fountas and Pinnell. (salary) • Deliver Tier 3 G3-6 Literacy Intervention- MaqLit. (salary) • Deliver Tier 3 Literacy Intervention- KEYLNP for F-2. (salary) • Resource Tier 3 Numeracy Intervention- Quicksmart ($11,559 salary) • Teacher CRT replacement for SW PD attendance (CRT 4x $400 = $1,600) • Teacher CRT replacement for QuickSmart PD attendance (CRT 4x $400 = $1,600) Total Spend= $346,094 salaries. $3,200 CRT replacement. | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Teaching Partners (DSSI) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $349,294.00  🗹 Equity funding will be used |
| Professional Activity 7- • Enhance teacher knowledge and capacity to work as effective teams utilising a PLC Mini project process. | | 🗹 All Staff  🗹 PLC Leaders  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitoring using the FISO Improvement Cycle 1- • Agenda time termly to utilise SPOT and monitor progress throughout the year. | | 🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitoring using the FISO Improvement Cycle 2- • Develop and implement 6 week Learning Sprints to monitor student learning growth. • Work collaboratively with Teaching Partners and Learning Specialists to develop teacher capacity in data analysis using the FISO data analysis tool. | | 🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Teaching Partners (DSSI) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitoring using the FISO Improvement Cycle 3- • Add routine data analysis processes and procedures to the Professional Activity Planner to enable disciplined use of the Improvement Cycle.  • Ensure solutions to challenges and barriers are collaboratively discussed with stakeholders as part of FISO data analysis process. • Use the data analysis tool (data and evidence) to monitor progress and adjust strategies as required. | | 🗹 All Staff  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitoring using the FISO Improvement Cycle 4- • Ensure professional learning for staff is embedded in the Professional Activity Planner, linked to AIP goals and individual PDP's.  • Ensure feedback for staff is regularly provided (and scheduled in The Professional Activity Planner) using Peer Observations, Walk throughs and SWIVL Self Reflection tools. | | 🗹 PLC Leaders  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. | | | | |
| 12 Month Target 2.1 | Attitudes to School Data-  "Classroom behaviour" to improve from 71%- 80% (boys) and from 78%- 86%.  "Student Voice and agency" to increase from 55%- 60% (boys) and from 65%- 75% (girls)   "School Connectedness" to move from 65%- 75% (boys) and 81%- 90% (girls)  Absenteeism-  Reduce student absences to 14 days average per student.   Parent Opinion Survey Data- Student safety: “Managing Bullying” to improve from 84%- 90%. | | | | |
| KIS 1 Setting expectations and promoting inclusion | Enhancing student connectedness, voice and support through links with School Focused Youth Services (Berry Street program) and neighbouring schools, with "Positive Education" a focus. | | | | |
| **Actions** | Workforce Planning-  • Ensure the current workforce plan supports student wellbeing with Wellbeing Officer and Community Liaison roles.   Strategic Resource Management- • Review and where appropriate, allocate resources to this area of work. Eg. ClearTrack. • Ensure a strong line of sight between the AIP and PDP's of all staff. • Support groups and opportunities within the school community to promote Bundarra, positive transitions, Parents & Friends and SRC.   Professional Activity- Design a professional activity plan that aims to: • Develop teacher capacity and understanding around the Positive Education program.  • Support staff capacity to implement revised Behaviour Support and Management processes, continuing work from 2018.  • Develop teacher capacity to use ClearTrack for a trial behaviour support process.  • Develop staff capacity to support effective Student Representative Council. • Support Parents & Friends group to grow and promote Bundarra, community events and positive parenting activities.  • Ensure School Council are SRC are involved in Data Analysis processes where possible. Eg. AtSS and POS.  Monitoring using the FISO Improvement Cycle- • Utilise SPOT and FISO to monitor progress throughout the year. • Utilise the improvement cycle and school developed data analysis tool to monitor student attendance and perception (AtSS) data.  • Establish routine processes and procedures to enable disciplined use of ClearTrack.  • Ensure solutions to challenges and barriers are collaboratively discussed with stakeholders. • Ensure professional learning for staff is embedded in the approach to implementation. | | | | |
| **Outcomes** | The above actions will have the following outcomes for these stakeholders:  Leaders-  • Use current research and FISO Improvement Cycle to plan, implement, monitor and evaluate this work. • Provide ongoing feedback to and support to build collective wellbeing.  • Identify and target areas of student wellbeing and support PD using the Professional Activity Planner.  Teachers- • Promote school values (Respect, Teamwork and Support).  • Utelise chosen initiatives to promote student wellbeing including, YCDI, Respectful Relationships, Safe Schools.  • Review current YCDI program benefits, researching Positive Education for possible implementation in 2020.  • Implement and evaluate the revised Behaviour Support and Management processes. • Trial ClearTrack student management system for full implementation in 2020.  • Challenge and support each other to improve student wellbeing. • Support classrooms in which positive emotions, engagement, health, relationships and character strengths can flourish.  • Design teaching and learning activities that promote growth mindset and restorative practices.  • Monitor student wellbeing and attendance to support students in their individual development.   Students- • Promote school values (Respect, Teamwork and Support).  • Actively engage with school programs, YCDI, Positive Education, Respectful Relationships, Safe Schools.  • Work with staff to review current YCDI program benefits.  • Work within the revised Behaviour Support and Management processes. • Engage actively in tasks. • Participate fully in Leadership opportunities when possible, such a SRC and school/ house leadership teams. | | | | |
| **Success Indicators** | Success will be measured through Data Analysis, evaluation and diagnosis processes using the following indicators: • Staff, student or parent perception data. Eg. School Staff Survey, AtSS, Parent Opinion Survey. • Student Attendance data from CASES21- Data Wall.  • Teaching and learning programs: term/ semester/year teaching and learning programs, lesson plans, learning resources. • Classroom observations: lesson observation notes, SWIVL video clips of practice, student survey data, peer observation notes, Walk Through documentation.  • Reflection and feedback. Eg. student feedback/ reflection, student conference notes, teacher student records, informal parent feedback. • Staff collaboration and communication. Eg. team teaching videos, co-constructed resources, common assessment tasks, PLC meeting minutes.  • Professional learning: professional learning plans, action research, PLC journals, professional learning workshops/forums. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Workforce Planning-  • Using the SRP, review and develop the current workforce plan with a view to strengthening professional practice through shared wellbeing roles, Community Liaison and Wellbeing Officer roles. • Community Liaison and Wellbeing Officer roles (salaries) | | 🗹 PLC Leaders  🗹 Principal  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $105,983.00  🗹 Equity funding will be used |
| Strategic Resource Management 1- • Develop a strategic response to resource allocation in this area of work, wellbeing resources, Community events. • Add strategic response to resource allocation to SPOT, local budgets and CASES Finance. | | 🗹 PLC Leaders  🗹 Principal  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,500.00  🗹 Equity funding will be used |
| Strategic Resource Management 2- • Develop budget plans to effectively promote and support student leadership and the Student Representative Council. • Enable students to attend leadership conferences, GRIP plus others if applicable. | | 🗹 Principal  🗹 Student Wellbeing Co-ordinator  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Strategic Resource Management 3- • Purchase resources to enable successful transition to school, including transition sessions for students and parents and annual Welcome BBQ. (Transition packs $1,000) • Purchase resources for SRC to create Welcome packs for new students. ($2,000) • Allow resources to enable successful transition to secondary school, including transition sessions for students and Graduation events. (Graduation $500) | | 🗹 Curriculum Co-ordinator (s)  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,500.00  🗹 Equity funding will be used |
| Strategic Resource Management 4- • Purchase curriculum supplies and resources to support whole school student wellbeing including; books ($2,000), sensory items/ Senior Quad ($6,000), iPad apps ($200) etc.  • Support students to attend enriching extra curricula activities as offered. ($2,000) • Purchase wellbeing curriculum supplies ($3,5000) Classroom curriculum supplies ($2,000) and health and wellbeing resources ($3,000) | | 🗹 Curriculum Co-ordinator (s)  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $18,700.00  🗹 Equity funding will be used |
| Strategic Resource Management 5- • Purchase resources to support specific student wellbeing projects including; multi-age play equipment ($1,000), cooking and life skill development ($3,500), collaborative art project ($600), cultural recognition, safe schools, Indigenous garden ($500) etc. | | 🗹 Education Support  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,600.00  🗹 Equity funding will be used |
| Strategic Resource Management 6- • Purchase chosen student management system- ClearTrack. | | 🗹 KLA Leader  🗹 PLC Leaders  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $1,560.00  🗹 Equity funding will be used |
| Professional Activity 1- • Develop Professional Activity Planner that includes Positive Education program PD and other wellbeing focused PD (Restorative Practices, Inclusion, Child Safe Schools, Intervention, behaviour management etc.)  • Link with other schools on the Positive Education project (PE Project) and other wellbeing focused PD Tier 1 Interventions, including Restorative Practices ($800), Inclusion ($200), Child Safe Schools. • Deliver Term 1 Curriculum Day- Student behaviour support wellbeing (Greg Mitchell PD- "The Behaviour Ambulance" 20/3/2019- $3,000)  • Work with SFYS to train all staff in the Berry Street program (our contribution- $5,520) • Deliver Peaceful Kids mentoring program ($1,000) • PLC 2019 professional Reading focus "Happy Teachers Change the World" https://www.booktopia.com.au/happy-teachers-change-the-world-thich-nhat-hanh/prod9781941529638.html $27 ea.($400 plus postage) | | 🗹 PLC Leaders  🗹 Principal  🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $13,680.00  🗹 Equity funding will be used |
| Professional Activity 2- • Develop Professional Activity Planner that supports staff implementation of revised Behaviour Support and Management processes, continuing work from 2018. | | 🗹 PLC Leaders  🗹 Principal  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Activity 3- • Develop teacher capacity to use ClearTrack for a trial behaviour support process. | | 🗹 Curriculum Co-ordinator (s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $500.00  🗹 Equity funding will be used |
| Professional Activity 4- • Develop staff capacity to support effective Student Representative Council. | | 🗹 Principal  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Activity 5- • Develop and support Parents & Friends capacity to promote Bundarra and support parents within our school community.  • Promote and support events that support families within our community. Eg. parenting programs, special fundraising and social events, P&F meetings etc. | | 🗹 Allied Health  🗹 Principal  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitoring using the FISO Improvement Cycle 1- • Utilise SPOT and FISO to monitor progress throughout the year. | | 🗹 PLC Leaders  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitoring using the FISO Improvement Cycle 2- • Utilise CASES21 data and Data Walls to track student attendance data.  • Ensure all staff are involved in Attendance and AtSS Data Analysis processes. • Ensure students are involved in AtSS Data Analysis processes. • Ensure School Council is involved in Data Analysis processes- AtSS and POS. | | 🗹 All Staff  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitoring using the FISO Improvement Cycle 3- • Establish routine processes and procedures to enable disciplined use of ClearTrack.  • Ensure solutions to challenges and barriers associated with ClearTrack are collaboratively discussed with stakeholders. | | 🗹 Curriculum Co-ordinator (s)  🗹 PLC Leaders  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $553,217.00 | $3,706,427.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $553,217.00 | $3,706,427.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Strategic Resource Management 2- • Ensure literacy and numeracy intervention programs are well resourced to meet student needs, incorporating regular assessment, data analysis and planning.  • Ensure classroom literacy and numeracy intervention programs are well resourced to meet student needs, incorporating assessment and data use. Total spend including PD- Literacy ($25, 400). Numeracy ($17,500). | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Assets | $42,500.00 | $42,500.00 |
| Professional Activity 5-  • Provide PD on Tier 1 and 2 Literacy and Numeracy Intervention programs- SoundsWrite ($1,500), Lexia, JEMM, Essential Assessments. • Provide PD for Tier 3 Numeracy Intervention- Quicksmart. ($3,900) • Provide PD on Tier 3 Aural Language, Comprehension and KEYLNP Interventions ($3,900) MaqLit ($2,680 funded in 2018) • Attend 2019 Literacy Festival PD ($2,000) | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE) | $7,400.00 | $11,080.00 |
| Professional Activity 6-  • Learning Specialist to support all classroom teachers (salary) • Provide Tier 2 & 3 F-2 Literacy Interventions- SoundsWrite (pre-loading), ChipperChat and Lexia Grades 3-6 (0.79 ES salary) • Deliver Tier 3 F-2 Literacy Intervention- Fountas and Pinnell. (salary) • Deliver Tier 3 G3-6 Literacy Intervention- MaqLit. (salary) • Deliver Tier 3 Literacy Intervention- KEYLNP for F-2. (salary) • Resource Tier 3 Numeracy Intervention- Quicksmart ($11,559 salary) • Teacher CRT replacement for SW PD attendance (CRT 4x $400 = $1,600) • Teacher CRT replacement for QuickSmart PD attendance (CRT 4x $400 = $1,600) Total Spend= $346,094 salaries. $3,200 CRT replacement. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $349,294.00 | $3,500,654.00 |
| Workforce Planning-  • Using the SRP, review and develop the current workforce plan with a view to strengthening professional practice through shared wellbeing roles, Community Liaison and Wellbeing Officer roles. • Community Liaison and Wellbeing Officer roles (salaries) | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Support services | $105,983.00 | $105,983.00 |
| Strategic Resource Management 1- • Develop a strategic response to resource allocation in this area of work, wellbeing resources, Community events. • Add strategic response to resource allocation to SPOT, local budgets and CASES Finance. | from: Term 1  to: Term 4 | 🗹 Support services  🗹 Other  Community support services. | $3,500.00 | $3,500.00 |
| Strategic Resource Management 2- • Develop budget plans to effectively promote and support student leadership and the Student Representative Council. • Enable students to attend leadership conferences, GRIP plus others if applicable. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Support services  🗹 Other  Student Leadership enhancement. | $1,000.00 | $1,000.00 |
| Strategic Resource Management 3- • Purchase resources to enable successful transition to school, including transition sessions for students and parents and annual Welcome BBQ. (Transition packs $1,000) • Purchase resources for SRC to create Welcome packs for new students. ($2,000) • Allow resources to enable successful transition to secondary school, including transition sessions for students and Graduation events. (Graduation $500) | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Support services  🗹 Other  Student Support. Student Representative Council (Student voice). | $3,500.00 | $3,500.00 |
| Strategic Resource Management 4- • Purchase curriculum supplies and resources to support whole school student wellbeing including; books ($2,000), sensory items/ Senior Quad ($6,000), iPad apps ($200) etc.  • Support students to attend enriching extra curricula activities as offered. ($2,000) • Purchase wellbeing curriculum supplies ($3,5000) Classroom curriculum supplies ($2,000) and health and wellbeing resources ($3,000) | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Other  Curriculum and student wellbeing resources. Student and family support. | $18,700.00 | $18,700.00 |
| Strategic Resource Management 5- • Purchase resources to support specific student wellbeing projects including; multi-age play equipment ($1,000), cooking and life skill development ($3,500), collaborative art project ($600), cultural recognition, safe schools, Indigenous garden ($500) etc. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $5,600.00 | $5,600.00 |
| Strategic Resource Management 6- • Purchase chosen student management system- ClearTrack. | from: Term 1  to: Term 2 | 🗹 Teaching and learning programs and resources | $1,560.00 | $1,560.00 |
| Professional Activity 1- • Develop Professional Activity Planner that includes Positive Education program PD and other wellbeing focused PD (Restorative Practices, Inclusion, Child Safe Schools, Intervention, behaviour management etc.)  • Link with other schools on the Positive Education project (PE Project) and other wellbeing focused PD Tier 1 Interventions, including Restorative Practices ($800), Inclusion ($200), Child Safe Schools. • Deliver Term 1 Curriculum Day- Student behaviour support wellbeing (Greg Mitchell PD- "The Behaviour Ambulance" 20/3/2019- $3,000)  • Work with SFYS to train all staff in the Berry Street program (our contribution- $5,520) • Deliver Peaceful Kids mentoring program ($1,000) • PLC 2019 professional Reading focus "Happy Teachers Change the World" https://www.booktopia.com.au/happy-teachers-change-the-world-thich-nhat-hanh/prod9781941529638.html $27 ea.($400 plus postage) | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 Support services | $13,680.00 | $11,850.00 |
| Professional Activity 3- • Develop teacher capacity to use ClearTrack for a trial behaviour support process. | from: Term 1  to: Term 2 | 🗹 Professional development (excluding CRT costs and new FTE) | $500.00 | $500.00 |
| **Totals** | | | $553,217.00 | $3,706,427.00 |

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 |
| Strategic Resource Management 2- • Ensure literacy and numeracy intervention programs are well resourced to meet student needs, incorporating regular assessment, data analysis and planning.  • Ensure classroom literacy and numeracy intervention programs are well resourced to meet student needs, incorporating assessment and data use. Total spend including PD- Literacy ($25, 400). Numeracy ($17,500). | 🗹 Leadership Team  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Teaching partners  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 External consultants  MaqLit Fountas and Pinnell ChipperChat CoundsWrite | 🗹 Off-site  To be determined |
| Professional Activity 1- • Ensure the Professional Activity Planner develops teacher capacity, understanding and support of the Reading Pedagogical/ Instructional Model, DET Pedagogical Model, Practice Principles and HITS. | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 PLC Initiative  🗹 Teaching partners  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Departmental resources  Literacy Portal | 🗹 On-site |
| Professional Activity 2- • Develop and document protocols for a range of teaching and learning processes in literacy and numeracy.  • Enlist the support of Teaching Partners and Learning Specialists in this work. | 🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 PLC Leaders  🗹 Principal  🗹 Teacher(s)  🗹 Teaching Partners (DSSI) | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Teaching partners  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Maths/Sci Specialist | 🗹 On-site |
| Professional Activity 3- • Develop teacher capacity and understanding of the 6 Traits of Writing. • Develop a writing Pedagogical/ Instructional Model to explore explicit teaching and learning of writing. (eg. "Write Ways"- Lesley Wing Jan) | 🗹 Literacy Leader  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Teaching partners  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Professional Activity 5-  • Provide PD on Tier 1 and 2 Literacy and Numeracy Intervention programs- SoundsWrite ($1,500), Lexia, JEMM, Essential Assessments. • Provide PD for Tier 3 Numeracy Intervention- Quicksmart. ($3,900) • Provide PD on Tier 3 Aural Language, Comprehension and KEYLNP Interventions ($3,900) MaqLit ($2,680 funded in 2018) • Attend 2019 Literacy Festival PD ($2,000) | 🗹 Education Support  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 SEIL  🗹 Literacy expertise  🗹 Teaching partners  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 External consultants  "Beyond the Bell" | 🗹 Off-site  To be determined |
| Professional Activity 6-  • Learning Specialist to support all classroom teachers (salary) • Provide Tier 2 & 3 F-2 Literacy Interventions- SoundsWrite (pre-loading), ChipperChat and Lexia Grades 3-6 (0.79 ES salary) • Deliver Tier 3 F-2 Literacy Intervention- Fountas and Pinnell. (salary) • Deliver Tier 3 G3-6 Literacy Intervention- MaqLit. (salary) • Deliver Tier 3 Literacy Intervention- KEYLNP for F-2. (salary) • Resource Tier 3 Numeracy Intervention- Quicksmart ($11,559 salary) • Teacher CRT replacement for SW PD attendance (CRT 4x $400 = $1,600) • Teacher CRT replacement for QuickSmart PD attendance (CRT 4x $400 = $1,600) Total Spend= $346,094 salaries. $3,200 CRT replacement. | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Teaching Partners (DSSI) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting  🗹 Regional Leadership Conferences | 🗹 Literacy expertise  🗹 Teaching partners  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Professional Activity 1- • Develop Professional Activity Planner that includes Positive Education program PD and other wellbeing focused PD (Restorative Practices, Inclusion, Child Safe Schools, Intervention, behaviour management etc.)  • Link with other schools on the Positive Education project (PE Project) and other wellbeing focused PD Tier 1 Interventions, including Restorative Practices ($800), Inclusion ($200), Child Safe Schools. • Deliver Term 1 Curriculum Day- Student behaviour support wellbeing (Greg Mitchell PD- "The Behaviour Ambulance" 20/3/2019- $3,000)  • Work with SFYS to train all staff in the Berry Street program (our contribution- $5,520) • Deliver Peaceful Kids mentoring program ($1,000) • PLC 2019 professional Reading focus "Happy Teachers Change the World" https://www.booktopia.com.au/happy-teachers-change-the-world-thich-nhat-hanh/prod9781941529638.html $27 ea.($400 plus postage) | 🗹 PLC Leaders  🗹 Principal  🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 Network Professional Learning  🗹 PLC/PLT Meeting  🗹 Area Principal Forums | 🗹 SEIL  🗹 Internal staff  🗹 External consultants  Peaceful Kids Positive Education Greg Mitchell Restorative Practices- Jane Langley  🗹 Departmental resources  Child Safe Schools Respectful Relationships Inclusion and wellbeing team- Carlo Ticchi SSSO team Portland | 🗹 On-site |
| Professional Activity 3- • Develop teacher capacity to use ClearTrack for a trial behaviour support process. | 🗹 Curriculum Co-ordinator (s)  🗹 Principal | from: Term 1  to: Term 2 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 External consultants  ClearTrack- Russell Broomhall | 🗹 On-site |