

2019 Annual Implementation Plan

for improving student outcomes

Truganina South Primary School (5498)



Submitted for review by Linda Danese (School Principal) on 10 February, 2019 at 05:50 PM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 09 March, 2019 at 04:20 PM
Endorsed by Rhonda Velkovski (School Council President) on 06 April, 2019 at 09:42 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<p>2018 has been an interesting year at TSPS. Significant number of teachers have taken family leave and a number of staff members have collected promotional positions especially in Semester 2.</p> <p>In Semester 1, many of the actions and strategies in place for the 2018 AIP were set in motion. Student centred coaching for staff, disciplined dialogues, the introduction of the PPD days and the effective use of these for planning and pedagogical practice by most colleagues who used this time collaboratively as teaching communities, PLCs and PLTs guided professional learning and effective teaching practice (differentiated PL with a strong focus on Writing), the introduction of mixed ability approaches to support co teaching strategies, the implementation of HITS and exploration of Practice Principles (Curriculum Day) and a focus on Principle 1,6,9, set up opportunities and conditions for working towards the goal of building collegiate instructional capacity. In retrospect, the AIP was too ambitious and in 2019 the focus will be narrower and more intense in the fewer foci. The Panorama results were disheartening . they do not reflect the work undertaken by colleagues. Teachers at TSPS. teachers that they are evolving moving towards embedding in some many of the identified goals. The challenges have come with the change in personnel, acquiring the best fit personnel for the community based way we operate through numerous rigorous interview panels and key leadership time taken away to do the managerial processes such as panels, Coaching was suspended to place some of our coaches in classrooms to support the need for</p>
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	<p>best practice teaching and for those communities who had these experts there was great learning. ATTS results were unpacked by teachers and students POS results were pleasing even though still not an adequate pool of responses. Writing will remain a key focus. Student voice will be a further focus. Consistency in practice as well as action research will form our work</p>
<p>Considerations for 2019</p>	<p>Goal 1: To ensure that every student maximises their learning growth and achievement in Literacy through Writing. (KIS: 6 + 1 Traits, formative assessments, proficiency scales, documented curriculum plan, build teacher capacity, action research) KIS: Build teacher capacity to target teaching and learning for all students in writing</p> <p>Action: Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in writing Action: Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in writing Action: Develop teacher knowledge and capacity to work as effective teams utilising PLC structure, to improve student outcomes in writing through collaborative planning and assessment practices, including moderation.</p> <p>Goal 2: To ensure that every student maximises their learning growth and achievement in Numeracy through Number. (KIS: developing teacher capacity in numeracy pedagogical practices such as back to front maths, develop students deeper understanding of maths concepts through authentic experiences, action research)</p> <p>Goal 3: To develop the partnerships between teachers and students, using student voice and agency as the catalyst. (KIS: visible learning, Inquiry, SRC, build teacher capacity using Amplify document, develop an authentic learning partnership through quality feedback, student input on goals, action research)</p> <p>Goal 4: To establish stronger community partnerships to further enrich student learning and well being needs. (KIS: each year level establishing a community partner, sharing info and resources with co-located services to work together to enable learning by all stakeholders, action research)</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<ul style="list-style-type: none"> To ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing)
Target 1.1	<p>To build pedagogical practices of all teachers by improving school climate in the areas of collective efficacy from 75.6% (2017) to 90% (2021), teacher collaboration from 76.5% (2017) to 90% (2021) and academic emphasis from 72.7% (2017) to 90% (2021).</p> <p>To improve professional learning positive score in the areas of school level support from 74.2% (2017) to 90% (2021). active participation from 74.5 (2017)- 95% (2021) , instructional leadership from 81% (2017)- 90% (2021).</p> <p>To increase positives scores in the area of School Leadership in the area of visibility from 76.1% (2017) to 90% (2021).</p> <p>100% grad teachers successfully gain full VIT registration.</p> <p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of five rounds of differentiated PL (Literacy/ Writing key focus)</p>
Target 1.2	Increase staff data literacy capacity

	<p>By 2021, teacher judgements (as evidenced by summative, diagnostic and formative assessments) to show that in:</p> <p>Reading: 10% below, 35% at and 55% above. Writing: 20% below, 45% at and 35% above.</p> <p>By 2021 NAPLAN (Relative Growth) to show:</p> <p>Reading: low 15 %, medium 50%, high 35%</p> <p>Writing: low 15%, medium 50, high 35%</p> <p>By 2021 NAPLAN trend data to <i>decrease</i> the percentage of students in the bottom 2 Bands in Year 3 (Bands 1&2) and 5 (Bands 3&4) by at least 5%.</p> <p>Year 3: Writing 10.1% (2017) - 15% (2021), Reading 16.5% (2017)-11.5% (2021)</p> <p>Year 5: Writing 14.2% (2017)-9.2% (2021), Reading 19.2% (2017)- 14.2% (2021).</p> <p>By 2021 NAPLAN trend data to <i>increase</i> the percentage of students in the top two Bands in Year 3 (Bands 5 & 6) and 5 (Bands 7&8) by at least 15%.</p> <p>Year 3: Writing 10.1% (2017) - 15% (2021), Reading 16.5% (2017)-11.5% (2021).</p> <p>Year 5: Writing 41% (2017)-56% (2021), Reading 40% (2017)- 55% (2021).</p>
Target 1.3	All EAL students who are reported against the EAL Developmental Continuum will show progress.

	100% of teachers will participate in continued EAL professional learning and provide evidence in planning, teaching and learning.
Key Improvement Strategy 1.a Evaluating impact on learning	Develop teacher capacity and understanding to analyse and use student data for the effective planning and teaching in Reading & Writing
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop teacher knowledge and capacity to plan for and implement teaching practices in both Reading & Writing
Key Improvement Strategy 1.c Evaluating impact on learning	Develop teacher knowledge and capacity to work as effective teams (PLCs and PLTs), to improve student outcomes in Reading & Writing through collaborative planning and assessment practices, including moderation.
Goal 2	<ul style="list-style-type: none"> To develop the partnerships between teachers and students, using student voice and agency as the catalyst.
Target 2.1	<p>Attitudes to School:</p> <p>To increase results in the area of:</p> <p>Stimulating learning from- 70% (2017) -90%(2021).</p> <p>Learning confidence - 73% (2017)-90% (2021)</p> <p>Student safety -71.6 (2017 aggregated) -90% (2021%)</p> <p>School connectedness 71% (2017) -90% (2021)</p>

	<p>Student voice and agency 55% (2017) -75% (2021)</p> <p>To continue to improve attendance data as follows:</p> <p>The percentage of students with 20 or more absences reduced from 30% (2017) - 10% (2021) (illness, extended leave,unexplained as key focus areas)</p> <p>The number of days of absences be reduced from 19 (2017)- 9 days (2021)</p> <p>Parent Opinion Survey to indicate that stimulating learning, safety and student motivation will be at least 90% by 2021.</p>
<p>Key Improvement Strategy 2.a Intellectual engagement and self-awareness</p>	<p>Develop a structure and process aligned with the school's instructional model (aligning with DET framework) to ensure learning is 'visible' for students and increase opportunities for them to direct and monitor their own learning, practise good learning behaviors, give and receive feedback and be more intellectually engaged.</p>
<p>Key Improvement Strategy 2.b Intellectual engagement and self-awareness</p>	<p>Use AMPLIFY to support the establishment of processes, protocols and practices to support teachers and empower our students through goal setting and effective reciprocated feedback.</p>
<p>Key Improvement Strategy 2.c Intellectual engagement and self-awareness</p>	<p>Embed SWPBS and Respectful Relationships across the school in order to strengthen student connectedness, resilience and improve attendance rates.</p>
<p>Goal 3</p>	<p>To ensure that every student maximises their learning growth and achievement in Numeracy</p>
<p>Target 3.1</p>	<p>To build pedagogical practices of all teachers by improving school climate in the areas of collective efficacy from 75.6% (2017) to 90% (2021), teacher collaboration from 76.5% (2017) to 90% (2021) and academic emphasis from 72.7% (2017) to 90% (2021).</p> <p>To improve professional learning positive score in the areas of school level support from 74.2% (2017) to 90% (2021). active participation from 74.5 (2017)- 95% (2021) , instructional leadership from 81% (2017)- 90%</p>

	<p>(2021). To increase positives scores in the area of School Leadership in the area of visibility from 76.1% (2017) to 90% (2021). 100% grad teachers successfully gain full VIT registration. 100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan. 100% colleagues to undertake at least one instructional round in Term 1, 2 and 3. 100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>
<p>Target 3.2</p>	<p>Increase staff data literacy capacity</p> <p>By 2021, teacher judgements (as evidenced by summative, diagnostic and formative assessments) to show that in:</p> <p>Numeracy: 20% below, 45% at and 35% above.</p> <p>By 2021 NAPLAN (Relative Growth) to show:</p> <p>Numeracy: low 10%, medium 43 % high 47%</p> <p>By 2021 NAPLAN trend data to decrease the percentage of students in the bottom 2 Bands in Year 3 (Bands 1&2) and 5 (Bands 3&4) by at least 5%.</p> <p>Year 3: Numeracy 14.8% (2017) - 9% (2021),</p> <p>Year 5: Numeracy 12.1% (2017)- 7% (2021),</p> <p>By 2021 NAPLAN trend data to increase the percentage of students in the top two Bands in Year 3 (Bands 5 & 6) and 5 (Bands 7&8) by at least 15%.</p>

	<p>Year 3: Numeracy 34% (2017) - 49% (2021),</p> <p>Year 5: Numeracy 23.2 % (2017)- 38.2% (2021)</p>
<p>Key Improvement Strategy 3.a Evaluating impact on learning</p>	<p>Develop teacher capacity and understanding to analyse and use student data for the effective planning and teaching in Number</p>
<p>Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies</p>	<p>Develop teacher knowledge and capacity to plan for and implement teaching practices in Number</p>
<p>Key Improvement Strategy 3.c Evaluating impact on learning</p>	<p>Develop teacher knowledge and capacity to work as effective teams (PLCs and PLTs), to improve student outcomes in Number through collaborative planning and assessment practices, including moderation.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> To ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing) 	Yes	<p>To build pedagogical practices of all teachers by improving school climate in the areas of collective efficacy from 75.6% (2017) to 90% (2021), teacher collaboration from 76.5% (2017) to 90% (2021) and academic emphasis from 72.7% (2017) to 90% (2021).</p> <p>To improve professional learning positive score in the areas of school level support from 74.2% (2017) to 90% (2021), active participation from 74.5 (2017)- 95% (2021) , instructional leadership from 81% (2017)- 90% (2021).</p> <p>To increase positives scores in the area of School Leadership in the area of visibility from 76.1% (2017) to 90% (2021).</p> <p>100% grad teachers successfully gain full VIT registration.</p> <p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Related 12 month targets- (2018-19) collective efficacy: 75.6% to 80% teacher collaboration: 76.5% to 81% academic emphasis: 72.7% to 78%</p> <p>School level support: 74.2 % to 79% Active participation: 74.5 to 82% Instructional leadership: 81%-84%</p> <p>School Leadership (visibility) 76.1%- 81%</p> <p>100% grad teachers successfully gain full VIT registration.</p> <p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>

		<p>100% colleagues to undertake minimum of five rounds of differentiated PL (Literacy/ Writing key focus)</p>	
		<p>Increase staff data literacy capacity</p> <p>By 2021, teacher judgements (as evidenced by summative, diagnostic and formative assessments) to show that in: Reading: 10% below, 35% at and 55% above. Writing: 20% below, 45% at and 35% above.</p> <p>By 2021 NAPLAN (Relative Growth) to show:</p> <p>Reading: low 15 %, medium 50%, high 35% Writing: low 15%, medium 50, high 35%</p> <p>By 2021 NAPLAN trend data to <i>decrease</i> the percentage of students in the bottom 2 Bands in Year 3 (Bands 1&2) and 5 (Bands 3&4) by at least 5%.</p> <p>Year 3: Writing 10.1% (2017) - 15% (2021), Reading 16.5% (2017)-11.5% (2021)</p> <p>Year 5: Writing 14.2% (2017)-9.2% (2021), Reading 19.2%</p>	<p>Teacher Judgments: (2018-19) Reading: 16% below, 32% at and 52% above. Writing: 30% below, 38% at and 32 % above.</p> <p>By 2021 NAPLAN (Relative Growth) to show: Reading: low 15 %, medium 50%, high 35% Writing: low 15%, medium 50, high 35%</p> <p>NAPLAN 2019 (Trend) LOWEST 2 BANDS Year 3: Writing 12.1% Reading 14.5% Year 5: Writing 13.2% Reading 17.5%</p> <p>NAPLAN 2019 (Trend) TOP 2 BANDS Year 3: Writing 12.1% , Reading 14.5% Year 5: Writing 45.2% , Reading 44.5%</p>

		<p>(2017)- 14.2% (2021).</p> <p>By 2021 NAPLAN trend data to increase the percentage of students in the top two Bands in Year 3 (Bands 5 & 6) and 5 (Bands 7&8) by at least 15%.</p> <p>Year 3: Writing 10.1% (2017) - 15% (2021), Reading 16.5% (2017)-11.5% (2021).</p> <p>Year 5: Writing 41% (2017)-56% (2021), Reading 40% (2017)- 55% (2021).</p>	
		<p>All EAL students who are reported against the EAL Developmental Continuum will show progress.</p> <p>100% of teachers will participate in continued EAL professional learning and provide evidence in planning, teaching and learning.</p>	<p>100% of EAL reported students to show growth / progress across the EAL Developmental Continuum</p> <p>100% of teachers will participate in continued EAL professional learning and provide evidence in planning, teaching and learning.</p>
<ul style="list-style-type: none"> To develop the partnerships between teachers and students, using student voice and agency as the catalyst. 	<p>Yes</p>	<p>Attitudes to School:</p> <p>To increase results in the area of:</p> <p>Stimulating learning from- 70% (2017) -90%(2021).</p> <p>Learning confidence - 73% (2017)-90% (2021)</p>	<p>Attitudes to School: 2019</p> <p>To increase results in the area of:</p> <p>Stimulating learning from- 75%</p> <p>Learning confidence - 78% (2017)</p> <p>Student safety -76%</p>

		<p>Student safety -71.6 (2017 aggregated) -90% (2021%)</p> <p>School connectedness 71% (2017) -90% (2021)</p> <p>Student voice and agency 55% (2017) -75% (2021)</p> <p>To continue to improve attendance data as follows:</p> <p>The percentage of students with 20 or more absences reduced from 30% (2017) - 10% (2021) (ilness, extended leave,unexplained as key focus areas)</p> <p>The number of days of absences be reduced from 19 (2017)- 9 days (2021)</p> <p>Parent Opinion Survey to indicate that stimulating learning, safety and student motivation will be at least 90% by 2021.</p>	<p>School connectedness 76%</p> <p>Student voice and agency 60%</p> <p>Attendance: 2019 The percentage of students with 20 or more absences reduced to 25%</p> <p>The number of days of absences be reduced to 15 days</p> <p>Parent Opinion Survey to indicate that stimulating learning, safety and student motivation will be at least 82% for 2019</p>
<p>To ensure that every student maximises their learning growth and achievement in Numeracy</p>	<p>Yes</p>	<p>To build pedagogical practices of all teachers by improving school climate in the areas of collective efficacy from 75.6% (2017) to 90% (2021), teacher collaboration from 76.5% (2017) to 90% (2021) and academic emphasis from 72.7% (2017) to 90% (2021).</p> <p>To improve professional learning positive score in the areas of school level support from 74.2% (2017) to 90% (2021). active participation from 74.5 (2017)- 95% (2021) , instructional leadership from 81% (2017)- 90% (2021).</p> <p>To increase positives scores in the area of School Leadership in the area of visibility from 76.1% (2017) to 90% (2021). 100% grad teachers successfully gain full VIT registration.</p>	<p>Related 12 month targets- (2018-19) collective efficacy: 75.6% to 80% teacher collaboration: 76.5% to 81% academic emphasis: 72.7% to 78%</p> <p>School level support: 74.2 % to 79% Active participation: 74.5 to 82% Instructional leadership: 81%-84%</p> <p>School Leadership (visibility) 76.1%- 81%</p> <p>100% grad teachers successfully gain full VIT registration.</p>

		<p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>	<p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>
		<p>Increase staff data literacy capacity</p> <p>By 2021, teacher judgements (as evidenced by summative, diagnostic and formative assessments) to show that in:</p> <p>Numeracy: 20% below, 45% at and 35% above.</p> <p>By 2021 NAPLAN (Relative Growth) to show:</p> <p>Numeracy: low 10%, medium 43 % high 47%</p> <p>By 2021 NAPLAN trend data to decrease the percentage of students in the bottom 2 Bands in Year 3 (Bands 1&2) and 5 (Bands 3&4) by at least 5%.</p> <p>Year 3: Numeracy 14.8% (2017) - 9% (2021),</p> <p>Year 5: Numeracy 12.1% (2017)- 7% (2021),</p> <p>By 2021 NAPLAN trend data to increase the percentage of students in the top two Bands in Year 3 (Bands 5 & 6) and 5 (Bands 7&8) by at least 15%.</p>	<p>Teacher Judgments: (2018-19) Numeracy: 30% below, 39% at and 31% above.</p> <p>By 2021 NAPLAN (Relative Growth) to show: Numeracy: low 10%, medium 43 % high 47%</p> <p>NAPLAN 2019 (Trend) LOWEST 2 BANDS Year 3: Numeracy 11.5% Year 5: Numeracy 11.1%</p> <p>NAPLAN 2019 (Trend) TOP 2 BANDS Year 3: Numeracy 37.5% Year 5: Numeracy 25.1%</p>

		<p>Year 3: Numeracy 34% (2017) - 49% (2021),</p> <p>Year 5: Numeracy 23.2 % (2017)- 38.2% (2021)</p>	
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Goal 1	<ul style="list-style-type: none"> To ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing)
12 Month Target 1.1	<p>Related 12 month targets- (2018-19) collective efficacy: 75.6% to 80% teacher collaboration: 76.5% to 81% academic emphasis: 72.7% to 78%</p> <p>School level support: 74.2 % to 79% Active participation: 74.5 to 82% Instructional leadership: 81%-84%</p> <p>School Leadership (visibility) 76.1%- 81%</p> <p>100% grad teachers successfully gain full VIT registration.</p> <p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>
12 Month Target 1.2	<p>Teacher Judgments: (2018-19) Reading: 16% below, 32% at and 52% above. Writing: 30% below, 38% at and 32 % above.</p> <p>By 2021 NAPLAN (Relative Growth) to show: Reading: low 15 %, medium 50%, high 35% Writing: low 15%, medium 50, high 35%</p>

	<p>NAPLAN 2019 (Trend) LOWEST 2 BANDS Year 3: Writing 12.1% Reading 14.5% Year 5: Writing 13.2% Reading 17.5%</p> <p>NAPLAN 2019 (Trend) TOP 2 BANDS Year 3: Writing 12.1% , Reading 14.5% Year 5: Writing 45.2% , Reading 44.5%</p>
12 Month Target 1.3	<p>100% of EAL reported students to show growth / progress across the EAL Developmental Continuum 100% of teachers will participate in continued EAL professional learning and provide evidence in planning, teaching and learning.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	<p>Develop teacher capacity and understanding to analyse and use student data for the effective planning and teaching in Reading & Writing</p> <p>Yes</p>
KIS 2 Evidence-based high-impact teaching strategies	<p>Develop teacher knowledge and capacity to plan for and implement teaching practices in both Reading & Writing</p> <p>Yes</p>
KIS 3 Evaluating impact on learning	<p>Develop teacher knowledge and capacity to work as effective teams (PLCs and PLTs), to improve student outcomes in Reading & Writing through collaborative planning and assessment practices, including moderation.</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>Panorama results in both reading and numeracy for NAPLAN have been identified as "Transform". Teacher judgements don't correlate with the NAPLAN results. However, still significant concern and conservatism re accurate pinpointing of student achievement. Data walls will be revisited, Wagolls introduced, and reporting and assessment process will be reviewed. Disappointing given the work that has been carried out particularly in Writing (building teacher capacity). Success experienced with umber in 2016 has been lost with quite a number of staff who were trained in PBM having exited TSPS. Need to reintroduce and revisit this strategy for Numeracy.</p>

	<p>Many more new teachers in 2019. PL will be differentiated to support all teachers at their point in need and action research will form a greater part of teacher learning. PLC and PLTs will support the reading and analysis of data, putting faces to the data. Mixed ability will continue to be included as part of pedagogical practice. Having an independent critical friend spend time in learning spaces also raised some considerations centring on the Instructional Model (effective implementation by teachers), consistency in best practice, goal setting and lead learning by students, time off task (amount of learning time "wasted"), the visibility of LI (good), the absences of SC, independent reading and how students and teachers are effectively using this learning time (lack of evidence re tracking of learning), writers notebooks (effective use), PBM (one focused PL session in August, coaching for those who identified it as a need but not for all staff). Student Centred coaching was embraced by all staff and well received. Literacy Leader and Writing team continue to meet to further develop and lead the implementation of writing across the school. SMART spelling has been adopted as a whole school program. Consolidate the work begun with Writing in 2018 and review Problem Based Maths learning for all staff in 2019.</p>
Goal 2	<ul style="list-style-type: none"> To develop the partnerships between teachers and students, using student voice and agency as the catalyst.
12 Month Target 2.1	<p>Attitudes to School: 2019</p> <p>To increase results in the area of:</p> <p>Stimulating learning from- 75%</p> <p>Learning confidence - 78% (2017)</p> <p>Student safety -76%</p> <p>School connectedness 76%</p> <p>Student voice and agency 60%</p> <p>Attendance: 2019</p> <p>The percentage of students with 20 or more absences reduced to 25%</p> <p>The number of days of absences be reduced to 15 days</p> <p>Parent Opinion Survey to indicate that stimulating learning, safety and student motivation will be at least 82% for 2019</p>
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Intellectual engagement and self-awareness	Develop a structure and process aligned with the school's instructional model (aligning with DET framework) to ensure learning is 'visible' for students and increase opportunities for them to direct and monitor their own learning, practise good learning behaviors, give and receive feedback and be more intellectually engaged.	Yes
KIS 2 Intellectual engagement and self-awareness	Use AMPLIFY to support the establishment of processes, protocols and practices to support teachers and empower our students through goal setting and effective reciprocated feedback.	Yes
KIS 3 Intellectual engagement and self-awareness	Embed SWPBS and Respectful Relationships across the school in order to strengthen student connectedness, resilience and improve attendance rates.	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.	Staff unpacked ATTS and discussed results with students in particular in regards to the areas of stimulating learning, safety, connectedness, voice and agency. In mixed groups the teachers discussed their collective responsibility for all students, considered our expectations for the students and theirs for us, looked at the impact Inquiry is having on their learning and noted the differences in attitudes between males and females and between the year levels from 4-6. Teachers explored their own efforts in building and sustaining strong relationships. Consideration was also given to the dynamics within learning communities of 100+ students and the possibility of some students going under the radar and not feeling connected. The promotion of Respectful Relationships (on a daily and incidental basis) and the continued implementation of SWPBS were also identified. Local surveys with students in P-3 also gave teachers opportunity to consider what it is that might 'get lost' as the students move through the year levels. Interesting that there is a significant reluctance on the part of the young staff to teach students in Year 5/6, Amplify will form the basis of the work we will undertake to improve our results. Attendance continues to be a significant issue with families still taking extended leave despite communications via newsletters and direct discussions.	
Goal 3	To ensure that every student maximises their learning growth and achievement in Numeracy	
12 Month Target 3.1	<p>Related 12 month targets- (2018-19) collective efficacy: 75.6% to 80% teacher collaboration: 76.5% to 81% academic emphasis: 72.7% to 78%</p> <p>School level support: 74.2 % to 79% Active participation: 74.5 to 82% Instructional leadership: 81%-84%</p>	

	<p>School Leadership (visibility) 76.1%- 81%</p> <p>100% grad teachers successfully gain full VIT registration.</p> <p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>	
12 Month Target 3.2	<p>Teacher Judgments: (2018-19) Numeracy: 30% below, 39% at and 31% above.</p> <p>By 2021 NAPLAN (Relative Growth) to show: Numeracy: low 10%, medium 43 % high 47%</p> <p>NAPLAN 2019 (Trend) LOWEST 2 BANDS Year 3: Numeracy 11.5% Year 5: Numeracy 11.1%</p> <p>NAPLAN 2019 (Trend) TOP 2 BANDS Year 3: Numeracy 37.5%% Year 5: Numeracy 25.1%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Develop teacher capacity and understanding to analyse and use student data for the effective planning and teaching in Number	Yes
KIS 2 Evidence-based high-impact teaching strategies	Develop teacher knowledge and capacity to plan for and implement teaching practices in Number	Yes

<p>KIS 3 Evaluating impact on learning</p>	<p>Develop teacher knowledge and capacity to work as effective teams (PLCs and PLTs), to improve student outcomes in Number through collaborative planning and assessment practices, including moderation.</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>Parent participation is improving with more attendance at special events, Parent Teacher Interviews, performances and information evenings.</p> <p>POS was pleasing in that all areas showed growth from the previous year's results. effective communication is still an issue, despite the many vehicles for communication (electronic newsletters, Compass, face book, electronic signage and on occasions hard copy notification) . the introduction on termly curriculum newsletters was well received. Home work continues to be an issue in regards what it looks like and its frequency. A new home learning policy was implemented in 2018 to provide more support for families.</p> <p>Inquiry is creating strong connections with our students as they explore their learning through such lenses as Community, Innovation and Sustainability.</p> <p>Connection with such community partners will strengthen liaisons and establish for students, teachers and families a 'passport' for ongoing engagement within and beyond the school gate.</p> <p>The Trug Hub had a few issues with change in personnel in 2018 but the importance of pushing through and working as a triad to provide services and activities for the wider community will drive the re connection of this partnership.</p>	

Define Actions, Outcomes and Activities

Goal 1	<ul style="list-style-type: none"> To ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing)
12 Month Target 1.1	<p>Related 12 month targets- (2018-19) collective efficacy: 75.6% to 80% teacher collaboration: 76.5% to 81% academic emphasis: 72.7% to 78%</p> <p>School level support: 74.2 % to 79% Active participation: 74.5 to 82% Instructional leadership: 81%-84%</p> <p>School Leadership (visibility) 76.1%- 81%</p> <p>100% grad teachers successfully gain full VIT registration.</p> <p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>
12 Month Target 1.2	<p>Teacher Judgments: (2018-19) Reading: 16% below, 32% at and 52% above. Writing: 30% below, 38% at and 32 % above.</p> <p>By 2021 NAPLAN (Relative Growth) to show: Reading: low 15 %, medium 50%, high 35% Writing: low 15%, medium 50, high 35%</p> <p>NAPLAN 2019 (Trend) LOWEST 2 BANDS Year 3: Writing 12.1% Reading 14.5% Year 5: Writing 13.2% Reading 17.5%</p>

	NAPLAN 2019 (Trend) TOP 2 BANDS Year 3: Writing 12.1% , Reading 14.5% Year 5: Writing 45.2% , Reading 44.5%
12 Month Target 1.3	100% of EAL reported students to show growth / progress across the EAL Developmental Continuum 100% of teachers will participate in continued EAL professional learning and provide evidence in planning, teaching and learning.
KIS 1 Evaluating impact on learning	Develop teacher capacity and understanding to analyse and use student data for the effective planning and teaching in Reading & Writing
Actions	<p>Develop teacher capacity and understanding of Victorian Curriculum content knowledge (Writing and Reading).</p> <p>Develop data literacy in these areas to guide effective analysis and pinpoint of students' needs. (Practice Principle 6: Rigorous assessment practices and feedback inform teaching and learning) eg anecdotal, conferencing, visible learning, goal setting.</p> <p>Student centred coaching to be driven by the data analysed to build teacher capacity through student needs. (HITS 8 Feedback)</p> <p>Explore Data walls and assessment and reporting strategies to maximise student learning and effectively gather evidence of student learning.</p> <p>AIP data (snapshot) will be unpacked by staff, displayed in learning spaces and referenced regularly.</p> <p>Use SPA to upload, update and triangulate the data and Panorama data to make connections between NAPLAN and teacher judgements.</p> <p>Members of the Data Literacy Team to lead colleagues particularly in the work with Writing and SMART Spelling to support the building of teacher capacity.</p> <p>Review of Instructional Model in line with DET Pedagogical Model.</p>
Outcomes	<p>All PLCs and PLTs will focus on student centred learning, driven by data through SPA and supported by the leadership of the Data Literacy team.</p> <p>Confidence in teachers to assess and report accurately with evidence based results.</p> <p>Confidence and accuracy in ascertaining students' points of need.</p> <p>PLTs will be led by APs, LTs and LSs and focused on data and differentiated learning for all students.</p> <p>Moderation through conferencing and such tools as Wagolls to form basis for data collection - a focus on formative assessment.</p> <p>All teachers able to identify and adapt differentiated and mixed ability learning opportunities in order to meet the needs of all students.</p> <p>All teachers to have a direct goal linked to Literacy in PDP, demonstrating their knowledge and translation of learning into best practice and speak to the results achieved.</p>

	All leaders able to support the data discussions and provide regular feedback to teaching teams and individuals, based on evidence collected through coaching, disciplined dialogues and instructional rounds. All teachers will have contributed to the review of Instructional Model and its implementation			
Success Indicators	Panorama (NAPLAN) Staff Opinion Survey and regular exit tickets from PL focusing on DATA Action Research commentaries Sprints - end of cycle for coaching and targeted foci- results High Reliability Survey Discipline dialogues - conducted every term Data walls and student movement. Parent satisfaction re Reports is increased.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate the development and implementation of PL based on developing data literacy skills, linked to effective differentiated practices. Align data walls with Vic Curriculum. Ensure all staff participates in data driven Student Centred Coaching (throughout the year). Data analysis built into PLCs and PLTs and as part of 3 week cycle of continuous improvement by all staff. Scrutiny of data by leadership team every term in supporting the work in PLC and PLTs. Revisit our assessment and reporting Schedule to ensure that there is a balance of summative and formative assessment	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Evidence-based high-impact teaching strategies	Develop teacher knowledge and capacity to plan for and implement teaching practices in both Reading & Writing
Actions	Develop teacher capacity and understanding of Victorian Curriculum content knowledge (Writing and Reading). Revisit Co Teaching strategies as effective tools for Student Centred Coaching. (Practice Principle 1:High expectations for every student promote intellectual engagement and self-awareness) Embed the HITS is teachers' planning in Writing and Reading. Develop and fully document a Scope and Sequence for Writing. Develop capacity in 6+1 traits for Writing. Sprints, clinic groups and mixed ability to be implemented across the communities of learning to support students capturing the learning in a variety of ways Action Research based PL ,focusing on teacher need / interest as part of Meeting Schedules and Coaching. Combined Schools Writing Day- Misty Adoniou key note speaker and sharing of ideas from different schools through workshops.
Outcomes	Revision of Essential Learnings will be linked to the current needs of students at TSPS. Students attitudes to writing and reading will be more positive. All colleagues have a clear understanding of equity v equality and meeting all students' needs of learning as the students require. All colleagues able to communicate their success via the PDP process (re goals set for focus in this work). Teachers show an increased confidence in the incorporation and implementation of such practices as 6+1, Writers Notebook and SMART Spelling. Goals set by students and teachers together to be accurate and purposeful. Consistent practice across the school, with non-negotiables and best practice reviewed, celebrated and shared.
Success Indicators	All staff participate actively and collaboratively as part of learning communities in PLCs and PLTs (data driven and evidence-based results guiding the teaching and learning). All teachers to put names to faces of all students at their point of need. NAPLAN top and lower bands to show marked change - move from transform to recharge and renew. Staff surveys (both departmental and periodical locally produced) Student surveys (ATSS, local) related to these areas of learning specifically, spiral of inquiry surveys Teacher judgments from Semester 1 and 2 Observations and conclusions drawn from disciplined dialogues. Continuous reporting on Compass (every 3rd weekly) with goals and "how parents can help at home" being narrow and more targeted.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Meeting schedules to be created to support opportunity for differentiated learning for all teachers.</p> <p>Action research based PL will be built into meetings schedules and coaching , facilitated by leaders and led by data and evidence based results.</p> <p>Student Centred coaching will occur across the school year for all teaching colleagues. Clarity re the definitions and practice of Co Teaching Strategies.</p> <p>The planning for Writing and Numeracy foci will reflect High Impact Teaching Strategies</p> <p>Sprints, clinic groups and mixed ability to be implemented across the communities of learning to support students capturing the learning in a variety of ways.</p> <p>Combined Schools Writing Day- Misty Adoniou key note speaker and sharing of ideas from different schools through workshops.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$7,500.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Develop and fully document a Scope and Sequence for Writing.</p> <p>Developing capacity in 6+1 traits for Writing and proficiency in Problem Based Maths as part of PL.</p> <p>Sprints, clinic groups and mixed ability will form part of the learning cycle within communities. They will be identified in planning and evident in delivery.</p> <p>Meeting Schedules and Coaching will focus on data, student and teacher point of need.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Combined Schools Writing Day- Misty Adoniou key note speaker and sharing of ideas from different schools through workshop				
KIS 3 Evaluating impact on learning	Develop teacher knowledge and capacity to work as effective teams (PLCs and PLTs), to improve student outcomes in Reading & Writing through collaborative planning and assessment practices, including moderation.			
Actions	<p>Continue to strengthen the mini school and CoP model with the School Curriculum and Improvement team (made up of PC, LTs and LSs) in place to support all colleagues across the school.</p> <p>Schedule APT to ensure time protected for colleagues to plan collaboratively.</p> <p>PLTs and PLCs, Student-Centred Coaching to be focused primarily on Writing and Numeracy.</p> <p>Using Writing and Reading as the vehicles, ensure that HITS and our focus on Practice Principles (1,6,9) are referenced and checked.</p> <p>Embed the Literacy as rolled out DET. Send representatives to the Network Literacy Leaders workshops with a "train the trainer view"</p> <p>Use Professional Learning Maturity Matrix to assess the effectiveness of PLCs</p> <p>Revisit, review and embed non-negotiables with NORMS across all teams and explore the essence of effective PLCs and collaboration v cooperation.</p> <p>Identify accurately students who require an EAL report</p> <p>Collect EAL data from enrolments and continue to work with WELS in engaged newly arrived to the country students accessing English support.</p> <p>Establish consistent practice for moving students onto a mainstream report.</p> <p>Ensure in the meeting schedules there are times throughout the year where time is devoted to teams moderating student work.</p>			
Outcomes	<p>All teachers participate actively and collaboratively as part of PLTs and PLCs, with data collection and analysis driving and guiding the teaching and learning.</p> <p>All teachers supported by leadership in planning, disciplined dialogue conversations and as part of student-centered coaching throughout the year.</p> <p>All teachers to be familiar and confident in the administration of set assessments and derive the relevant information provided by analysis of the data (summative, diagnostic, formative)</p> <p>All teachers develop and gain confidence in consistent teacher judgments particularly in areas of Writing and Numeracy (eg Common Assessment Tasks)</p> <p>All teachers with students requiring EAL confidently pinpoint student achievement using EAL Developmental Continuum</p> <p>All teams reference norms on a regular basis (using critical friends) to check in on how the team is progressing and interacting.</p>			

Success Indicators	Regular teacher surveys (local) focusing on team collaboration, leadership support. Regular student surveys focusing on their learning attitudes and that of teacher effectiveness and connectivity. Results from disciplined dialogues Planner and documentation of teaching and learning and assessment. Staff Opinion Survey Student Attitude to School surveys			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Maintain the mini school and CoP model with the School Curriculum and Improvement team (made up of PC, LTs and LSs) in place to support all colleagues across the school.</p> <p>Schedule APT to ensure time protected for colleagues to plan collaboratively.</p> <p>Ensure in the meeting schedules there are times throughout the year that time is devoted to teams moderating student work.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>PLTs and PLCs, Student Centred Coaching to be focused primarily on Writing and Numeracy.</p> <p>Using Writing and Number as the vehicles, ensure that HITS and our focus on Practice Principles (1,6,9) are referenced and checked.</p> <p>Embed the Literacy as rolled out DET. Send representatives to the Network Literacy Leaders workshops with a "train the trainer view"</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Revisit , review and embed non negotiables with NORMS across all teams and explore the essence of effective PLCs and collaboration v cooperation.</p>	<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

<p>Identify accurately students who require an EAL report Collect EAL data from enrolments and continue to work with WELS in engaged newly arrived to the country students accessing English support. Establish consistent practice for moving students onto mainstream report.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Goal 2</p>	<ul style="list-style-type: none"> • To develop the partnerships between teachers and students, using student voice and agency as the catalyst. 			
<p>12 Month Target 2.1</p>	<p>Attitudes to School: 2019</p> <p>To increase results in the area of:</p> <p>Stimulating learning from- 75%</p> <p>Learning confidence - 78% (2017)</p> <p>Student safety -76%</p> <p>School connectedness 76%</p> <p>Student voice and agency 60%</p> <p>Attendance: 2019</p> <p>The percentage of students with 20 or more absences reduced to 25%</p> <p>The number of days of absences be reduced to 15 days</p> <p>Parent Opinion Survey to indicate that stimulating learning, safety and student motivation will be at least 82% for 2019</p>			
<p>KIS 1 Intellectual engagement and self-awareness</p>	<p>Develop a structure and process aligned with the school's instructional model (aligning with DET framework) to ensure learning is 'visible' for students and increase opportunities for them to direct and monitor their own learning, practise good learning behaviors, give and receive feedback and be more intellectually engaged.</p>			

Actions	<p>Revisit, review and redesign the schools Instructional Model in line with DET Pedagogical model Leadership team to unpack DET documentation and plan for PLs/ coaching opportunities to support staff in doing the work of goal setting in the classrooms (pedagogical model). Explore our current practices particularly in Writing and Reading to look at lesson delivery and time spent on task for students. Engage in planning that includes explicit teaching, active learning by students and reflection. Look at how the curriculum content can be made more accessible to students (student language) in order to co-design with students what the next point of learning will be. Identify with students the ways they best learn and plan for this in the delivery of learning. Develop a system that promotes feedback 4 ways: teacher to teacher, teacher to student, student to student, student to teacher Incorporate individual conferencing in writing, reading, and numeracy during Independent work time (feedback) Explore the incorporation of proficiency scales (High Reliability Schools). Promote positive attendance through engaging learning.</p>			
Outcomes	<p>Teachers use a holistic approach to literacy and numeracy. In Literacy making the links between oral, written and read. Conferences are conducted with all students across Literacy and Numeracy. The IM is referenced during all planning and clearly evident as part of teaching and learning. Planning, and teaching and learning will show clear opportunities for mixed ability learning and differentiation. Students will experience learning within a variety of groupings- independent, mixed, like needs, interest based to support their learning. Students will have strategies and vehicles to gain feedback and develop strong understandings of where their learning will take them next. Students have more confidence as independent leaders of their learning. A positive culture of giving and receiving feedback is evident across the school by students and teachers alike Attendance to have improved because of engagement in learning and connected to the school by students.</p>			
Success Indicators	<p>Attitude to School Surveys- stimulating learning, learning confidence, safety, connectedness, voice and agency, Local surveys Evidence of goal setting and student feedback as found in learning spaces Attendance data staff opinion surveys parent opinion surveys</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Using the Improvement model- revisit, revise and renew our Instructional Model with all staff through to align with DET Pedagogical model.</p> <p>Explore our current practices particularly in writing and number to look at planning that includes explicit teaching, active learning by students and reflection.</p> <p>Look at how the curriculum content can be made more accessible to students (student language) in order to co design with students what the next point of learning will be.</p> <p>Identify with students the ways they best learn and plan for this in the delivery of learning.</p> <p>Explore the incorporation of proficiency scales (High Reliability Schools).</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Develop a system that promotes feedback 4 ways: teacher to teacher, teacher to student, student to student, student to teacher Incorporate individual conferencing in writing , reading and numeracy during Independent work time (feedback)</p> <p>Explore the incorporation of proficiency scales (High Reliability Schools).</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Promote positive attendance through engaging learning. Engage in regular dialogue with parents re attendance issues Engage with the Attendance team at SWR to support unexplained student absences and provide support to the improvement the attendance of those students impacted Continued discussions and messages to parents reiterating the importance of attendance</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<p>continued follow up with parents re requests for extended leave of absence and unexplained absences. Monthly analysis of attendance data by the leadership team</p>				
<p>KIS 2 Intellectual engagement and self-awareness</p>	<p>Use AMPLIFY to support the establishment of processes, protocols and practices to support teachers and empower our students through goal setting and effective reciprocated feedback.</p>			
<p>Actions</p>	<p>Through Professional Learning Leadership and Teachers will unpack AMPLIFY. Complete teacher surveys in Amplify in determining readiness. As part of PL engage teachers in building their readiness and capacity. (Action Research0 Establish clear definitions of each of the three: voice, agency, and leadership. (Practice Principle 3: voice and pride) Review current structures, processes, and practices that support student voice, advocacy and leadership at TSPS (Establishing the preconditions that empower students and teachers. How do we know we are ready to embrace? How will we find out?) Principal Class and leadership to lead in the process of review and improvement in this area. Continue to embed visible learning and authentic student goal setting.(proficiency scales) Create a shared vision of what student agency looks like at TSPS (all staff) Use a variety of tools to assist with the development of student voice (students- spiral of inquiry, surveys, ATTS) (teachers-Improvement cycle), (parents-surveys, access to such tools as Seesaw)</p>			
<p>Outcomes</p>	<p>Create a vision statement for student voice at TSPS In planning the learning, students will be an active part of the decision making Opportunities to engage through inquiry will be strongly evident. Teachers collaboratively plan for inquiry</p>			
<p>Success Indicators</p>	<p>Parent Opinion Student Opinion (and local surveys) Staff opinion surveys (and local) Agreed clear vision statement about student learning to be visible in all learning spaces.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Through Professional Learning Leadership and Teachers will unpack AMPLIFY. Complete teacher surveys in Amplify in determining readiness. As part of PL engage teachers in building their readiness and capacity. (Action Research0 Establish clear definitions of each of the three: voice, agency and leadership. (Practice Principle 3: voice and pride) Review current structures, processes and practices that support student voice, advocacy and leadership at TSPS (Establishing the preconditions that empower students and teachers ,How do we know we are ready to embrace? How will we find out?) Principal Class and leadership to lead in the process of review and improvement in this area. Continue to embed visible learning and authentic student goal setting.(proficiency scales) Create a shared vision of what student agency looks like at TSPS (all staff) Use a variety of tools to assist with the development of student voice (students- spiral of inquiry, surveys, ATTS) (teachers-Improvement cycle), (parents-surveys, access to such tools as Seesaw)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Intellectual engagement and self-awareness	Embed SWPBS and Respectful Relationships across the school in order to strengthen student connectedness, resilience and improve attendance rates.			
Actions	<p>Maintain a team to attend Respectful Relationships professional development and create a timeline of implementation of the curriculum throughout each cohort. Continue our role as a leading school in the work of RR and to continue to support our support schools.</p> <p>Continue embedding SWPBS initiatives and strategies across the whole school.</p>			

	<p>Work with the Resilience Project team as follow to the work done in 2016 and to introduce the concept to new teachers and staff members.</p> <p>Provide staff with a protocol addressing absenteeism and a script for framing a conversation with parents. Monthly data analysis of student absence and contact with their parents.</p> <p>Continue to support a FISH Philosophy working party who create resources promoting the components of “Be There”, “Play”, “Make their Day” and “Choose Your Attitude”.</p>			
Outcomes	<p>Teachers build the capacity of students to be more resilient, socially responsible and respectful in their relationships. All teachers utilise and implement SWPBS as the agreed student management system as part of TSPS Feedback from the schools is positive and shows relevant and purposeful support provided to them. Students indicate a strong connection and positive interactions with the school, teachers and peers. A reduction in number of absences is evident.</p>			
Success Indicators	<p>Attitude to School and local student surveys Staff opinion surveys Parent Opinion surveys Attendance data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Maintain a team to attend Respectful Relationships professional development and create a timeline of implementation of the curriculum throughout each cohort. Continue our role as a leading school in the work of RR and to continue to support our support schools.</p> <p>Continue embedding SWPBS initiatives and strategies across the whole school.</p> <p>Work with the Resilience Project team as follow to the work done in 2016 and to introduce the concept to new teachers and staff members.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<p>Provide staff with a protocol addressing absenteeism and a script for framing a conversation with parents. Monthly data analysis of student absence and contact with their parents.</p> <p>Continue to support a FISH Philosophy working party who create resources promoting the components of “Be There”, “Play”, “Make their Day” and “Choose Your Attitude”.</p>				
<p>Goal 3</p>	<p>To ensure that every student maximises their learning growth and achievement in Numeracy</p>			
<p>12 Month Target 3.1</p>	<p>Related 12 month targets- (2018-19) collective efficacy: 75.6% to 80% teacher collaboration: 76.5% to 81% academic emphasis: 72.7% to 78%</p> <p>School level support: 74.2 % to 79% Active participation: 74.5 to 82% Instructional leadership: 81%-84%</p> <p>School Leadership (visibility) 76.1%- 81%</p> <p>100% grad teachers successfully gain full VIT registration.</p> <p>100% colleagues will have a specific goal on PDP (Professional Learning) linked to AIP Professional Learning Plan.</p> <p>100% colleagues to undertake at least one instructional round in Term 1, 2 and 3.</p> <p>100% colleagues to undertake minimum of three rounds of differentiated Action Research</p>			
<p>12 Month Target 3.2</p>	<p>Teacher Judgments: (2018-19) Numeracy: 30% below, 39% at and 31% above.</p> <p>By 2021 NAPLAN (Relative Growth) to show: Numeracy: low 10%, medium 43 % high 47%</p> <p>NAPLAN 2019 (Trend) LOWEST 2 BANDS</p>			

	<p>Year 3: Numeracy 11.5% Year 5: Numeracy 11.1%</p> <p>NAPLAN 2019 (Trend) TOP 2 BANDS Year 3: Numeracy 37.5%% Year 5: Numeracy 25.1%</p>
KIS 1 Evaluating impact on learning	Develop teacher capacity and understanding to analyse and use student data for the effective planning and teaching in Number
Actions	<p>Develop teacher capacity and understanding of Victorian Curriculum content knowledge (Number). Develop data literacy in these areas to guide effective analysis and pinpoint of students' needs. (Practice Principle 6:Rigorous assessment practices and feedback inform teaching and learning) eg anecdotal, conferencing, visible learning, goal setting. Student centred coaching to be driven by the data analysed to build teacher capacity through student needs.(HITS 8 Feedback) Explore Data walls and assessment and reporting strategies to maximise student learning and effectively gather evidence of student learning. NAPLAN data will be unpacked by staff, discussion to develop strategies for future improvements Use SPA to upload, update and triangulate the data and Panorama data to make connections between NAPLAN and teacher judgements. Improving formative assessment practice, collection and use of anecdotal data and giving meaningful feedback. Use of MOI and PAT maths data to inform teaching.</p>
Outcomes	<p>All PLCs and PLTS will focus on student centred learning, driven by data through SPA and supported by the leadership of the Data Literacy team. Confidence in teachers to assess and report accurately with evidence based results. Confidence and accuracy in ascertaining students' points of need. PLTs will be led by APs, LTs and LSs and focused on data and differentiated learning for all students. Moderation through anecdotal data collection - a focus on formative assessment. All teachers able to identify and adapt differentiated and mixed ability learning opportunities in order to meet the needs of all students. All leaders able to support the data discussions and provide regular feedback to teaching teams and individuals, based on evidence collected through coaching, disciplined dialogues and instructional rounds.</p>
Success Indicators	<p>NAPLAN data Staff Opinion Survey and regular exit tickets from PL focusing on DATA</p>

	Action Research commentaries Sprints - end of cycle for coaching and targeted foci- results High Reliability Survey Discipline dialogues - conducted every term Data walls and student movement.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Facilitate the development and implementation of PL based on developing data literacy skills, linked to effective differentiated practices.</p> <p>Align data walls with Vic Curriculum.</p> <p>Ensure all staff participates in data driven Student Centred Coaching (throughout the year).</p> <p>Data analysis built into PLCs and PLTs and as part of 3 week cycle of continuous improvement by all staff.</p> <p>Scrutiny of data by leadership team every term in supporting the work in PLC and PLTs.</p> <p>Revisit our assessment and reporting Schedule to ensure that there is a balance of summative and formative assessment</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Develop teacher knowledge and capacity to plan for and implement teaching practices in Number			
Actions	Refocus, review and revisit the use of the back to Front Maths program to upskill all new staff Implement the Problem Based Maths approach in all communities to incorporate, identifying misconceptions through questioning, using concrete materials. PL on the numeracy portal and how to use the curriculum companion for effective planning			

	<p>the collection and use of anecdotal data Realistic planning to ensure number is revisited throughout the year. Linking numeracy to other curriculum areas. Building pedagogical practice through differentiated PL and action research. Develop teacher capacity and understanding of Victorian Curriculum content knowledge (Number) Unpack the numeracy curriculum companion Revisit Co Teaching strategies as effective tools for Student Centred Coaching. (Practice Principle 1:High expectations for every student promote intellectual engagement and self-awareness) Embed the HITS in teachers' planning in number. Develop and fully document a Scope and Sequence for Number.</p>			
Outcomes	<p>All staff will implement the BTF intervention programs effectively to identify and address misconceptions, moving student forward on the continuum of learning. All numeracy lessons will be purposeful based on problem-based hands-on activities Lessons will be differentiated based on student need. Number concepts will be revisited each term to ensure continual growth. Real life learning where numeracy is linked to inquiry activities Revision of Essential Learnings will be linked to the current needs of students at TSPS. Students attitudes to numeracy will be more positive. All colleagues have a clear understanding of equity v equality and meeting all students' needs of learning as the students require. Goals set by students and teachers together to be accurate and purposeful. Consistent practice across the school, with non-negotiables and best practice reviewed, celebrated and shared. staff will be confident to use the curriculum companion to support lesson planning</p>			
Success Indicators	<p>BTF intervention results collected and analysed on SPA Planning document will reflect purposeful, differentiated lessons MOI data will show student growth. PAT maths data will show growth. NAPLAN data work programs will show differentiation and student groupings dependant on student point of need</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Meeting schedules to be created to support opportunity for differentiated learning for all teachers.</p> <p>Action research-based PL will be built into meetings schedules and coaching, facilitated by leaders and led by data and evidence-based results.</p> <p>Student Centred coaching will occur across the school year for all teaching colleagues. Clarity re the definitions and practice of Co Teaching Strategies.</p> <p>The planning for Numeracy foci will reflect High Impact Teaching Strategies</p> <p>Sprints, clinic groups and mixed ability to be implemented across the communities of learning to support students capturing the learning in a variety of ways.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 3 Evaluating impact on learning</p>	<p>Develop teacher knowledge and capacity to work as effective teams (PLCs and PLTs), to improve student outcomes in Number through collaborative planning and assessment practices, including moderation.</p>			
<p>Actions</p>	<p>Continue to strengthen the mini school and CoP model with the School Curriculum and Improvement team (made up of PC, LTs and LSs) in place to support all colleagues across the school.</p> <p>Schedule APT to ensure time protected for colleagues to plan collaboratively.</p> <p>PLTs and PLCs, Student-Centred Coaching to have a focus Numeracy.</p> <p>Use Professional Learning Maturity Matrix to assess the effectiveness of PLCs</p> <p>Revisit, review and embed non-negotiables with NORMS across all teams and explore the essence of effective PLCs and collaboration v cooperation.</p> <p>Ensure in the meeting schedules there are times throughout the year where time is devoted to teams moderating student work.</p> <p>Work effectively in across school teams to undertake Action research</p> <p>work in across school teams to analyse data and establish strategies to move forward.</p>			
<p>Outcomes</p>	<p>All teachers participate actively and collaboratively as part of PLTs and PLCs, with data collection and analysis driving and guiding the teaching and learning.</p> <p>All teachers supported by leadership in planning, disciplined dialogue conversations and as part of student-centered coaching throughout the year.</p> <p>All teachers to be familiar and confident in the administration of set assessments and derive the relevant information provided by</p>			

	<p>analysis of the data (summative, diagnostic, formative) All teachers develop and gain confidence in consistent teacher judgments particularly in areas of Writing and Numeracy (eg Common Assessment Tasks) All teachers with students requiring EAL confidently pinpoint student achievement using EAL Developmental Continuum All teams reference norms on a regular basis (using critical friends) to check in on how the team is progressing and interacting.</p>			
Success Indicators	<p>Regular teacher surveys (local) focusing on team collaboration, leadership support. Regular student surveys focusing on their learning attitudes and that of teacher effectiveness and connectivity. Results from disciplined dialogues Planner and documentation of teaching and learning and assessment. Staff Opinion Survey Student Attitude to School surveys</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Maintain the mini school and CoP model with the School Curriculum and Improvement team (made up of PC, LTs and LSs) in place to support all colleagues across the school.</p> <p>Schedule APT to ensure time protected for colleagues to plan collaboratively. Ensure in the meeting schedules there are times throughout the year that time is devoted to teams moderating student work.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>PLTs and PLCs, Student Centred Coaching to be focused primarily on Writing and Numeracy.</p> <p>Using Number as the vehicle, ensure that HITS and our focus on Practice Principles (1,6,9) are referenced and checked.</p> <p>Embed Numeracy initiatives as rolled out by DET.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Revisit , review and embed non negotiables with NORMS across all teams and explore the essence of effective PLCs and collaboration v cooperation.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$0.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Identify accurately students who require an EAL report Collect EAL data from enrolments and continue to work with WELS in engaged newly arrived to the country students accessing English support. Establish consistent practice for moving students onto mainstream report.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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	\$24,500.00	0.00
Additional Equity funding	0.00	0.00
Grand Total	\$24,500.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Facilitate the development and implementation of PL based on developing data literacy skills, linked to effective differentiated practices.</p> <p>Align data walls with Vic Curriculum.</p> <p>Ensure all staff participates in data driven Student Centred Coaching (throughout the year).</p> <p>Data analysis built into PLCs and PLTs and as part of 3 week cycle of continuous improvement by all staff.</p> <p>Scrutiny of data by leadership team every term in supporting the work in PLC and PLTs.</p> <p>Revisit our assessment and reporting Schedule to ensure that there is a balance of summative and formative assessment</p>	<p>from: Term 1 to: Term 4</p>		\$5,000.00	

<p>Meeting schedules to be created to support opportunity for differentiated learning for all teachers.</p> <p>Action research based PL will be built into meetings schedules and coaching , facilitated by leaders and led by data and evidence based results.</p> <p>Student Centred coaching will occur across the school year for all teaching colleagues. Clarity re the definitions and practice of Co Teaching Strategies.</p> <p>The planning for Writing and Numeracy foci will reflect High Impact Teaching Strategies</p> <p>Sprints, clinic groups and mixed ability to be implemented across the communities of learning to support students capturing the learning in a variety of ways.</p> <p>Combined Schools Writing Day- Misty Adoniou key note speaker and sharing of ideas from different schools through workshops.</p>	<p>from: Term 1 to: Term 4</p>		<p>\$7,500.00</p>	
<p>Develop and fully document a Scope and Sequence for Writing.</p> <p>Developing capacity in 6+1 traits for Writing and proficiency in Problem Based Maths as part of PL.</p> <p>Sprints, clinic groups and mixed ability will form part of the learning cycle within communities. They will be identified in planning and evident in delivery.</p> <p>Meeting Schedules and Coaching will focus on data, student and teacher point of need.</p> <p>Combined Schools Writing Day- Misty Adoniou key note speaker and sharing of ideas from different schools through workshop</p>	<p>from: Term 1 to: Term 4</p>		<p>\$4,000.00</p>	

<p>PLTs and PLCs, Student Centred Coaching to be focused primarily on Writing and Numeracy.</p> <p>Using Writing and Number as the vehicles, ensure that HITS and our focus on Practice Principles (1,6,9) are referenced and checked.</p> <p>Embed the Literacy as rolled out DET. Send representatives to the Network Literacy Leaders workshops with a "train the trainer view"</p>	<p>from: Term 1 to: Term 4</p>		<p>\$5,000.00</p>	
<p>Identify accurately students who require an EAL report Collect EAL data from enrolments and continue to work with WELS in engaged newly arrived to the country students accessing English support. Establish consistent practice for moving students onto mainstream report.</p>	<p>from: Term 1 to: Term 4</p>		<p>\$0.00</p>	
<p>Using the Improvement model- revisit, revise and renew our Instructional Model with all staff through to align with DET Pedagogical model.</p> <p>Explore our current practices particularly in writing and number to look at planning that includes explicit teaching, active learning by students and reflection.</p> <p>Look at how the curriculum content can be made more accessible to students (student language) in order to co design with students what the next point of learning will be. Identify with students the ways they best learn and plan for this in the delivery of learning. Explore the incorporation of proficiency scales (High Reliability Schools).</p>	<p>from: Term 1 to: Term 4</p>		<p>\$2,000.00</p>	

PLTs and PLCs, Student Centred Coaching to be focused primarily on Writing and Numeracy. Using Number as the vehicle, ensure that HITS and our focus on Practice Principles (1,6,9) are referenced and checked. Embed Numeracy initiatives as rolled out by DET.	from: Term 1 to: Term 4		\$1,000.00	
Totals			\$24,500.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Facilitate the development and implementation of PL based on developing data literacy skills, linked to effective differentiated practices.</p> <p>Align data walls with Vic Curriculum.</p> <p>Ensure all staff participates in data driven Student Centred Coaching (throughout the year).</p> <p>Data analysis built into PLCs and PLTs and as part of 3 week cycle of continuous improvement by all staff.</p> <p>Scrutiny of data by leadership team every term in supporting the work in PLC and PLTs.</p> <p>Revisit our assessment and reporting Schedule to ensure that there is a balance of summative and formative assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Meeting schedules to be created to support opportunity for differentiated learning for all teachers.</p> <p>Action research based PL will be built into meetings schedules and coaching , facilitated by leaders and led by data and evidence based results.</p> <p>Student Centred coaching will occur across the school year for all teaching colleagues. Clarity re the definitions and practice of Co Teaching Strategies.</p> <p>The planning for Writing and Numeracy foci will reflect High Impact Teaching Strategies</p> <p>Sprints, clinic groups and mixed ability to be implemented across the communities of learning to support students capturing the learning in a variety of ways.</p> <p>Combined Schools Writing Day- Misty Adoniou key note speaker and sharing of ideas</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Misty Adoniou will address a Combined Network school PL day In June with the focus on writing and reading and their interconnection</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site mainly on site but there will be opportunities for colleagues to attend literacy leaders network sessions, principal class to engage in CoP at Prin network and for all staff to attend Combined Curriculum Day in June 9 (to be hosted at our school)
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from different schools through workshops.						
<p>Develop and fully document a Scope and Sequence for Writing.</p> <p>Developing capacity in 6+1 traits for Writing and proficiency in Problem Based Maths as part of PL.</p> <p>Sprints, clinic groups and mixed ability will form part of the learning cycle within communities. They will be identified in planning and evident in delivery.</p> <p>Meeting Schedules and Coaching will focus on data, student and teacher point of need.</p> <p>Combined Schools Writing Day- Misty Adoniou key note speaker and sharing of ideas from different schools through workshop</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>PLTs and PLCs, Student Centred Coaching to be focused primarily on Writing and Numeracy.</p> <p>Using Writing and Number as the vehicles, ensure that</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>HITS and our focus on Practice Principles (1,6,9) are referenced and checked.</p> <p>Embed the Literacy as rolled out DET. Send representatives to the Network Literacy Leaders workshops with a "train the trainer view"</p>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders 	
<p>Identify accurately students who require an EAL report Collect EAL data from enrolments and continue to work with WELS in engaged newly arrived to the country students accessing English support. Establish consistent practice for moving students onto mainstream report.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<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 	<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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Using the Improvement model- revisit, revise and renew our Instructional Model with all staff through to align with DET Pedagogical model.</p> <p>Explore our current practices particularly in writing and number to look at planning that includes explicit teaching, active learning by students and reflection.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Look at how the curriculum content can be made more accessible to students (student language) in order to co design with students what the next point of learning will be. Identify with students the ways they best learn and plan for this in the delivery of learning. Explore the incorporation of proficiency scales (High Reliability Schools).</p>						
<p>Develop a system that promotes feedback 4 ways: teacher to teacher, teacher to student, student to student, student to teacher Incorporate individual conferencing in writing , reading and numeracy during Independent work time (feedback) Explore the incorporation of proficiency scales (High Reliability Schools).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Promote positive attendance through engaging learning. Engage in regular dialogue with parents re attendance issues</p> <p>Engage with the Attendance team at SWR to support unexplained student absences and provide support to the improvement the attendance of those students impacted</p> <p>Continued discussions and messages to parents reiterating the importance of attendance</p> <p>continued follow up with parents re requests for extended leave of absence and unexplained absences. Monthly analysis of attendance data by the leadership team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Through Professional Learning Leadership and Teachers will unpack AMPLIFY.</p> <p>Complete teacher surveys in Amplify in determining readiness.</p> <p>As part of PL engage teachers in building their readiness and capacity. (Action Research0</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Establish clear definitions of each of the three: voice, agency and leadership. (Practice Principle 3: voice and pride)</p> <p>Review current structures, processes and practices that support student voice, advocacy and leadership at TSPS</p> <p>(Establishing the preconditions that empower students and teachers ,How do we know we are ready to embrace? How will we find out?)</p> <p>Principal Class and leadership to lead in the process of review and improvement in this area. Continue to embed visible learning and authentic student goal setting.(proficiency scales)</p> <p>Create a shared vision of what student agency looks like at TSPS (all staff)</p> <p>Use a variety of tools to assist with the development of student voice (students-spiral of inquiry, surveys, ATTS) (teachers-Improvement cycle), (parents-surveys, access to such tools as Seesaw)</p>	<p>☑ Teacher(s)</p>					
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<p>Maintain a team to attend Respectful Relationships professional development and create a timeline of implementation of the curriculum throughout each cohort. Continue our role as a leading school in the work of RR and to continue to support our support schools.</p> <p>Continue embedding SWPBS initiatives and strategies across the whole school.</p> <p>Work with the Resilience Project team as follow to the work done in 2016 and to introduce the concept to new teachers and staff members.</p> <p>Provide staff with a protocol addressing absenteeism and a script for framing a conversation with parents. Monthly data analysis of student absence and contact with their parents.</p> <p>Continue to support a FISH Philosophy working party who create resources promoting the components of “Be There”, “Play”, “Make</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>as a respectful relationships lead school utilise the expertise of Libby and Jarrod as our SWR mentors also engage the Resilience Project team to support work commenced in 2016-17</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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their Day” and “Choose Your Attitude”.						
<p>Facilitate the development and implementation of PL based on developing data literacy skills, linked to effective differentiated practices.</p> <p>Align data walls with Vic Curriculum.</p> <p>Ensure all staff participates in data driven Student Centred Coaching (throughout the year).</p> <p>Data analysis built into PLCs and PLTs and as part of 3 week cycle of continuous improvement by all staff.</p> <p>Scrutiny of data by leadership team every term in supporting the work in PLC and PLTs.</p> <p>Revisit our assessment and reporting Schedule to ensure that there is a balance of summative and formative assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Meeting schedules to be created to support opportunity for differentiated	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<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"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>learning for all teachers.</p> <p>Action research-based PL will be built into meetings schedules and coaching, facilitated by leaders and led by data and evidence-based results.</p> <p>Student Centred coaching will occur across the school year for all teaching colleagues. Clarity re the definitions and practice of Co Teaching Strategies.</p> <p>The planning for Numeracy foci will reflect High Impact Teaching Strategies</p> <p>Sprints, clinic groups and mixed ability to be implemented across the communities of learning to support students capturing the learning in a variety of ways.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	
<p>Maintain the mini school and CoP model with the School Curriculum and Improvement team (made up of PC, LTs and LSs) in place to support all colleagues across the school.</p> <p>Schedule APT to ensure time</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

protected for colleagues to plan collaboratively. Ensure in the meeting schedules there are times throughout the year that time is devoted to teams moderating student work.					<input checked="" type="checkbox"/> Learning Specialist	
PLTs and PLCs, Student Centred Coaching to be focused primarily on Writing and Numeracy. Using Number as the vehicle, ensure that HITS and our focus on Practice Principles (1,6,9) are referenced and checked. Embed Numeracy initiatives as rolled out by DET.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Revisit , review and embed non negotiables with NORMS across all teams and explore the essence of effective PLCs and collaboration v cooperation.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Identify accurately students who require an EAL report Collect EAL data from enrolments and continue to work with WELS in engaged newly arrived to the country	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

students accessing English support. Establish consistent practice for moving students onto mainstream report.	<input checked="" type="checkbox"/> Teacher(s)					
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