

# 2019 Annual Implementation Plan

## for improving student outcomes

Myrniong Primary School (0487)



Submitted for review by David Garner (School Principal) on 04 December, 2018 at 01:13 PM  
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 04 December, 2018 at 04:34 PM  
Endorsed by Ainsley Bellette (School Council President) on 17 December, 2018 at 01:28 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>2018 has been a year of renewal in many ways for Myrniog PS. Key leaders have taken part in the Leading Literacy Initiative with Bastow, which is starting to filter into the practice of all teachers. Strategic development and planning with the whole staff has taken place around establishing the Literacy Model for MPS. This has included the development of a toolkit, which will enable consistent implementation of the Reader's Workshop and explicit teaching of Reading across the curriculum. This will be expanded and deepened in 2019 - digging deeper into the Reading Model, and developing similar Writing and Numeracy Models.</p> <p>A key factor in the implementation of this year's AIP has been the transient nature of the leadership structure this year due to the changing of Principal.</p>
<b>Considerations for 2020</b>	<p>Term 4 - Whole School Instructional Model 'launch'. Unpacking of key elements of instructional model built into meeting schedule, planning time , building teacher capacity in using the instructional model.</p> <p>2019</p> <ul style="list-style-type: none"> <li>- Utilising instructional model for reading as a springboard for developing models in all other areas of the curriculum.</li> <li>- Providing a framework for peer feedback and learning walks - ensuring consistency between classes. - Developing and</li> </ul>

	<p>agreement around classroom observations - i.e frequency, protocols, etc.</p> <ul style="list-style-type: none"> <li>- Documenting agreed processes and structures for planning collaboratively and consistently.</li> <li>- Mobilisation of LT, and key staff members (based on strengths) to enable more targetted improvement practices.</li> </ul> <p>Developing and implementing a PLC culture at MPS (2019 and beyond) with a focus on student learning growth.</p> <ul style="list-style-type: none"> <li>- Utilising instructional model for reading as a springboard for developing models in all other areas of the curriculum.</li> <li>- Providing a framework for peer feedback and learning walks - ensuring consistency between classes. - Developing and agreement around classroom observations - i.e frequency, protocols, etc.</li> <li>- Documenting agreed processes and structures for planning collaboratively and consistently.</li> <li>- Mobilisation of LT, and key staff members (based on strengths) to enable more targetted improvement practices.</li> <li>- Implementing a focus on visible learning within each classroom.</li> </ul> <p>2019:</p> <ul style="list-style-type: none"> <li>- Every child has a Reader's notebook and Vocab book that supports their learning withing the classroom</li> <li>- Professional Readings - built into meeting schedule, etc.</li> <li>- Developing student voice and agency in learning i.e. feedback and goal setting</li> <li>- Continuing to align agreed assessment practices, including the implementation of data walls to track student learning growth in reading.</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.
<b>Target 1.1</b>	Teacher Judgements - Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy.
<b>Target 1.2</b>	- NAPLAN Years 3 and 5 to be above expected standard compared to the state benchmark in the top two bands in Reading, Writing and Numeracy.
<b>Target 1.3</b>	- NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop an instructional model that is implemented consistently across the school
<b>Key Improvement Strategy 1.b</b> Building practice excellence	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	- Targeted professional learning catering for a wide range of staff and student abilities and needs
<b>Goal 2</b>	GOAL 2: To build and nurture a network of positive relationships to support engagement and learning.

<b>Target 2.1</b>	- In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness
<b>Target 2.2</b>	Parent Opinion Survey - In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input, Stimulating Learning, Social Skills and School Connectedness.
<b>Key Improvement Strategy 2.a</b> Global citizenship	Create a global awareness and understanding of cultural diversity for students in P-6.
<b>Key Improvement Strategy 2.b</b> Global citizenship	Broaden and develop a range of partnerships that promote a connection with student engagement and culture
<b>Goal 3</b>	GOAL 3: To develop healthy, happy and resilient students.
<b>Target 3.1</b>	- In the Student Attitudes to School Survey, the following factor mean scores to be at or above the state mean score in Student Relationships and Wellbeing.
<b>Target 3.2</b>	Student Attendance - Student absences to be lower than similar schools.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Provide a diverse range of programs to meet the social and emotional needs of all students.

<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Build teacher capacity to manage student welfare. Build upon existing protocols and procedures for encouraging attendance.
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## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.	Yes	Teacher Judgements - Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy.	Teacher Judgements for P-6 to be maintained above expected standard compared to state benchmarks in Reading, Writing and Numeracy AND cohort growth to be 85% of students at or above expected growth for 12 months..
		- NAPLAN Years 3 and 5 to be above expected standard compared to the state benchmark in the top two bands in Reading, Writing and Numeracy.	Percentage of students in the top two bands as indicated by NAPLAN to be at or above state with a focus on Year 3 Numeracy (38%--> 45%) and Year 5 Writing (5%--> 14%)
		- NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy.	Percentage of students achieving medium or high growth as indicated by NAPLAN to be at or above 80% for Reading, Writing and Numeracy.
		- In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness	



		<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>- In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input, Stimulating Learning, Social Skills and School Connectedness.</li> </ul>	
		<ul style="list-style-type: none"> <li>- In the Student Attitudes to School Survey, the following factor mean scores to be at or above the state mean score in Student Relationships and Wellbeing.</li> </ul>	
		<p>Student Attendance</p> <ul style="list-style-type: none"> <li>- Student absences to be lower than similar schools.</li> </ul>	

<b>Goal 1</b>	GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.
<b>12 Month Target 1.1</b>	Teacher Judgements for P-6 to be maintained above expected standard compared to state benchmarks in Reading, Writing and Numeracy AND cohort growth to be 85% of students at or above expected growth for 12 months..
<b>12 Month Target 1.2</b>	Percentage of students in the top two bands as indicated by NAPLAN to be at or above state with a focus on Year 3 Numeracy (38%--> 45%) and Year 5 Writing (5%--> 14%)

<b>12 Month Target 1.3</b>	Percentage of students achieving medium or high growth as indicated by NAPLAN to be at or above 80% for Reading, Writing and Numeracy.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop an instructional model that is implemented consistently across the school	Yes
<b>KIS 2</b> Building practice excellence	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.	Yes
<b>KIS 3</b> Building practice excellence	- Targeted professional learning catering for a wide range of staff and student abilities and needs	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The Leadership Team evaluated the following data sets</p> <ul style="list-style-type: none"> <li>• NAPLAN relative growth – high percentage of students with medium relative growth</li> <li>• Percentage of students in the top 2 bands - improvement in reading recorded over past 2 years</li> <li>• Percentage of students in the bottom 2 bands - improvement in reading &amp; numeracy recorded over past 2 years</li> <li>• Teacher judgement data (semester 1 2017-sem 1 2018) – similar trends to NAPLAN data</li> </ul> <p>The Leadership Team conducted learning walks and curriculum meetings that identified most teachers felt there was not an agreed whole school approach to the teaching of writing and numeracy but it was beginning to exist for reading.</p> <p>The SIT felt that the school had shown improvement in reading, and this success could be attributed to the development and implementation of a whole school approach to the teaching of both areas.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.
<b>12 Month Target 1.1</b>	Teacher Judgements for P-6 to be maintained above expected standard compared to state benchmarks in Reading, Writing and Numeracy AND cohort growth to be 85% of students at or above expected growth for 12 months..
<b>12 Month Target 1.2</b>	Percentage of students in the top two bands as indicated by NAPLAN to be at or above state with a focus on Year 3 Numeracy (38%--> 45%) and Year 5 Writing (5%--> 14%)
<b>12 Month Target 1.3</b>	Percentage of students achieving medium or high growth as indicated by NAPLAN to be at or above 80% for Reading, Writing and Numeracy.
<b>KIS 1</b> Building practice excellence	Develop an instructional model that is implemented consistently across the school
<b>Actions</b>	<p>**Refer to Using Evidence for Impact, FISO Continua, HITS, Literacy &amp; Numeracy Strategy Workforce Planning &amp; Strategic Resource Management</p> <p>Evaluate &amp; diagnose the state of the school's distributed &amp; shared leadership Reflect on how instructional leadership could be further developed in the school i.e. PLC, Classroom Observations, Leadership Structure Develop and plan for implementing the changes in workforce planning, particularly in distributed and shared leadership Ensure a strong line of sight between the AIP and staff PDPs i.e. HITS, Data, Focus students</p> <p>Professional Learning:            * Continue work with Reading Instructional Model (building on Leading Literacy PL)            * Continuing our partnership with Moorabool Collegiate Schools            * Developing a partnership with 10 Network schools (CoP) - Reading</p> <p>Monitoring actions:            * Utilise SPOT &amp; FISO to monitor progress            * Manage expectations of staff at the initial stage of implementation (P &amp; D)            * Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff            * Ensure professional learning for staff is embedded in the approach to implementation (PLC)</p>

	<ul style="list-style-type: none"> <li>* Use data and evidence to monitor progress and adjust strategies (for example, the school's Panorama report, peer observation, student feedback surveys, etc.).</li> </ul>
<p><b>Outcomes</b></p>	<p>This strategy is demonstrated when:</p> <p>Students:</p> <ul style="list-style-type: none"> <li>* Actively engage with the learning goals to plan their own learning</li> <li>* Self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals</li> <li>* Frame future learning goals based on identified strengths and areas for improvement</li> <li>* Engage actively in tasks</li> <li>* Can explain concepts to peers and record their understanding in multiple ways</li> <li>* Understand the process required to complete tasks</li> <li>* Can move with confidence from worked examples to independent practice</li> <li>* Have voice and agency in their learning and across the school</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Identify and adopt differentiated pedagogical practices that meet the learning needs of their students, including HITs</li> <li>* Implement the Myrniong PS Instructional Model for Reading, Writing and Numeracy</li> <li>* Evaluate the impact of their teaching on learning by analysing multiple sources of data</li> <li>* Challenge and support each other to improve professional practice</li> <li>* Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example</li> <li>* Design worked examples that are accessible to students and unpacks the learning process, highlighting options available to arrive at the correct solution</li> <li>* Monitor student learning and support students to move towards independent practice</li> <li>* Provide ongoing feedback and reporting to parents around student's learning</li> </ul> <p>Leaders;</p> <ul style="list-style-type: none"> <li>* Hold professional learning and coaching conversations to deepen understanding of the development of learning continuums</li> <li>* Scaffold and develop planning documentation with staff</li> <li>* Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work</li> <li>* Provide ongoing feedback and support to build collective efficacy of staff</li> <li>* Identify and target areas of professional development to build collective efficacy</li> </ul>
<p><b>Success Indicators</b></p>	<p>Success indicators will be measured through:</p> <ul style="list-style-type: none"> <li>* teacher will conference with students to co-design learning goals and actions</li> <li>* teachers will analyse student assessment data to identify areas of practice for improvement</li> </ul>

- \* teachers will actively seek student feedback about their teaching practice
- \* teachers will collaborate with colleagues to share knowledge and skills in identified areas for improvement

Data and evidence:

- \* Assessment criteria made explicit to students
- \* NAPLAN data
- \* Teacher judgement data
- \* evidence of student to student, student to teacher, and teacher peer feedback
- \* Teacher judgement growth data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continued Professional Learning in Reading and Mathematics, specifically: <ul style="list-style-type: none"> <li>- building on the implementation of leading literacy and the reading model</li> <li>- development of scope and sequence and unit planning documentation in numeracy</li> <li>- PL delivered by Andrea Hillbrick focussing on differentiation and assessment in numeracy</li> <li>- explore development of writing model - incorporating big write and writer's workshop (6+1 traits)</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Active participation in Community of Practice (Reading) with network principals	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Peer observations (external and internal observations of exemplary practice)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used

Developing a whole school instructional model in Reading, Writing and Mathematics, supported by key professional reading purchased to support staff in planning and assessment	<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	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implementation of Data Wall (specifically for reading) focussing on student growth	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$200.00  <input type="checkbox"/> Equity funding will be used
Whole school moderation of authentic assessments in Reading, Writing and Numeracy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Exploration and trialling of ongoing reporting and feedback methods to parents around student learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.			
<b>Actions</b>	**Refer to Using Evidence for Impact, FISO Continua, HITS, Literacy & Numeracy Strategy Workforce Planning & Strategic Resource Management  Evaluate & diagnose the state of the school's distributed & shared leadership Reflect on how instructional leadership could be further developed in the school i.e. PLC, Classroom Observations, Leadership Structure Develop and plan for implementing the changes in workforce planning, particularly in distributed and shared leadership Ensure a strong line of sight between the AIP and staff PDPs i.e. HITs, Data, Focus students			

	<p>Professional Learning:</p> <ul style="list-style-type: none"> <li>* Continue work with Reading Instructional Model (building on Leading Literacy PL)</li> <li>* Continuing our partnership with Moorabool Collegiate Schools</li> <li>* Developing a partnership with 10 Network schools (CoP) - Reading</li> </ul> <p>Monitoring actions:</p> <ul style="list-style-type: none"> <li>* Utilise SPOT &amp; FISO to monitor progress</li> <li>* Manage expectations of staff at the initial stage of implementation (P &amp; D)</li> <li>* Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff</li> <li>* Ensure professional learning for staff is embedded in the approach to implementation (PLC)</li> <li>* Use data and evidence to monitor progress and adjust strategies (for example, the school's Panorama report, peer observation, student feedback surveys, etc.).</li> </ul>
<p><b>Outcomes</b></p>	<p>This strategy is demonstrated when:</p> <p>Students:</p> <ul style="list-style-type: none"> <li>* Actively engage with the learning goals to plan their own learning</li> <li>* Self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals</li> <li>* Frame future learning goals based on identified strengths and areas for improvement</li> <li>* Engage actively in tasks</li> <li>* Can explain concepts to peers and record their understanding in multiple ways</li> <li>* Understand the process required to complete tasks</li> <li>* Can move with confidence from worked examples to independent practice</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Identify and adopt differentiated pedagogical practices that meet the learning needs of their students, including HITS</li> <li>* Implement the Myrning PS Instructional Model for Reading, Writing and Numeracy</li> <li>* Evaluate the impact of their teaching on learning by analysing multiple sources of data</li> <li>* Challenge and support each other to improve professional practice</li> <li>* Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example</li> <li>* Design worked examples that are accessible to students and unpacks the learning process, highlighting options available to arrive at the correct solution</li> <li>* Monitor student learning and support students to move towards independent practice</li> <li>* Engage in regular classroom observations as observer and the observed</li> </ul> <p>Leaders;</p> <ul style="list-style-type: none"> <li>* Hold professional learning and coaching conversations to deepen understanding of the development of learning continuums</li> </ul>

	<ul style="list-style-type: none"> <li>* Scaffold and develop planning documentation with staff</li> <li>* Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work</li> <li>* Provide ongoing feedback and support to build collective efficacy of staff</li> <li>* Identify and target areas of professional development to build collective efficacy</li> </ul>			
<b>Success Indicators</b>	<p>Success indicators will be measured through:</p> <ul style="list-style-type: none"> <li>* teacher collaboration with colleagues to moderate student work</li> <li>* teachers will analyse student assessment data to identify areas of practice for improvement</li> <li>* teachers will actively seek student feedback about their teaching practice</li> <li>* teachers will collaborate with colleagues to share knowledge and skills in identified areas for improvement</li> </ul> <p>Data and evidence:</p> <ul style="list-style-type: none"> <li>* Assessment criteria made explicit to students</li> <li>* NAPLAN data</li> <li>* Teacher judgement data</li> <li>* evidence of student to student, student to teacher, and teacher peer feedback</li> <li>* Teacher judgement growth data</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Re-alignment of school leadership team inline with key priority areas: Literacy, Numeracy, Engagement and Wellbeing and PLCs (providing leadership release time for key leaders)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
Revised meeting schedule to maximise collaboration and establishment of a Professional Learning Community	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Developing a whole school instructional model in Reading, Writing and Mathematics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Active participation in Moorabool Collegiate Group Curriculum Day and wider network practices	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Development of learning continuum and unit plans in Mathematics that incorporate professional reading and best practice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continued establishment of Professional Learning Community norms, processes and practices	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Evaluate and diagnose current assessment and reporting practices and develop and plan for a new continuous assessment model	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <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	\$6,000.00	\$6,000.00
Additional Equity funding	\$30,000.00	\$10,000.00
<b>Grand Total</b>	<b>\$36,000.00</b>	<b>\$16,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continued Professional Learning in Reading and Mathematics, specifically: - building on the implementation of leading literacy and the reading model - development of scope and sequence and unit planning documentation in numeracy - PL delivered by Andrea Hillbrick focussing on differentiation and assessment in numeracy - explore development of writing model - incorporating big write and writer's workshop (6+1 traits)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Developing a whole school instructional model in Reading, Writing and Mathematics, supported by key professional reading purchased to support staff in planning and assessment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$1,000.00	\$1,000.00
Active participation in Moorabool Collegiate Group Curriculum Day and wider network practices	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00

	to: Term 1	<input checked="" type="checkbox"/> CRT		
<b>Totals</b>			\$6,000.00	\$6,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teacher aide, LT and Principal - implementation of intervention programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$30,000.00	\$10,000.00
<b>Totals</b>			\$30,000.00	\$10,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Continued Professional Learning in Reading and Mathematics, specifically:</p> <ul style="list-style-type: none"> <li>- building on the implementation of leading literacy and the reading model</li> <li>- development of scope and sequence and unit planning documentation in numeracy</li> <li>- PL delivered by Andrea Hillbrick focussing on differentiation and assessment in numeracy</li> <li>- explore development of writing model - incorporating big write and writer's workshop (6+1 traits)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Andrea Hillbrick Paul Ledwidge</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Toolkits</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Active participation in Community of Practice (Reading) with network principals</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> <p>Network Meetings Collegiate Visits</p>

Developing a whole school instructional model in Reading, Writing and Mathematics, supported by key professional reading purchased to support staff in planning and assessment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Revised meeting schedule to maximise collaboration and establishment of a Professional Learning Community	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continued establishment of Professional Learning Community norms, processes and practices	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site