# 2019 Annual Implementation Plan

## for improving student outcomes

Quarry Hill Primary School (1165)

Submitted for review by Jo Menzel (School Principal) on 12 February, 2019 at 01:25 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2019

| | FISO Improvement Model Dimensions<br>The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| **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 |
| | Evaluating impact on learning | Embedding |

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| **Professional leadership** | Building leadership teams | Evolving |
| | Instructional and shared leadership | Embedding |
| | Strategic resource management | Evolving |
| | Vision, values and culture | Evolving |

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

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

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| **Enter your reflective comments** | We have had a focus over the last few years on teachers using student data to inform teaching and learning. We need to now work with teachers through the P&D process to pin point their own learning needs based on student data. During our three year whole school writing journey, staff have demonstrated the ability to review actual changes in practice following this formal professional learning sequence, documenting the impact of new approaches and planning further improvements. The current systems for collaboration, classroom observation, and modelling of effective practice and feedback has been focusing on graduate and new teachers to the school. Other staff have had some ad hoc opportunities for this. <br> We have had whole staff professional learning on HITS and staff aware it will be included in P&D in 2018. A professional learning community approach to whole-school curriculum planning and assessment has been implemented in Maths and Science. This has been a school priority. We had 1 learning walk to monitor and evaluate the consistency of maths instruction (P-6) <br> There are a range of leadership roles for students in the 4-6 year levels which are supported through professional learning activities delivered to whole cohorts and small group targeted development opportunities. Given the focus we have had on student engagement 2016/17 we are disappointed in the SATS data. Although the Year 4 data is trending in a more positive trajectory, possibly indicating a positive impact of work undertaken. The data has been unpacked with student groups. The |

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| | Grade 6 cohort feel the data is not a true reflection of their overall feelings highlighting the importance of understanding the purpose and content statements but the students also identified they were concerned about school climate and asked for more input in to their learning. This is an example of how student voice is valued.<br>All student wellbeing and engagement related policies have been updated and community input sought |
| **Considerations for 2020** | Our next step in building practice excellence is to continue to build Individual and collective capacity to engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. This work will continue through our PLCs with a focus on Literacy and numeracy.<br>Reading has been identified through the School Performance measure and we need to address value adding (3-5)<br>A professional learning community approach to whole-school curriculum planning and assessment will be expanded to enhance the commitment, skills and capability of staff, with a focus on embedding school priorities in 2019.<br>With PLCs the new work for leadership will be facilitating staff challenging each other to improve each other's practice through the use of data. HITS will have a role to play in improvement strategies used in PLCs and P&D process - with a focus on differentiation in reading and maths.<br>To  build rigor into monitoring and evaluating consistency of programs by teams, processes and protocols around watching others work need to be embedded.<br>The leadership team  will continue to build an environment where teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback.<br>The Leadership team and School Council working parties will be restructured to align with school improvement priorities.<br>New student leadership structure needs embedding and students' skills further developed.<br>.Student Voice continuum needs embedding with a focus on student input in to learning (voice and agency).<br>We are committed to continuing Respectful Relationships, Berry St Training (Student engagement and Wellbeing), embedding PLCs (building practice excellence), Compass (student management system, parent communication, reporting), embedding consistent whole school practices in Mathematics, Science, Writing, Spelling and the teaching of Grammar and Punctuation. |
| **Documents that support this plan** | |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| To improve student learning outcomes in Literacy and Numeracy for all students | Yes | By 2022, at least 20 per cent of Year 5 students make high relative learning growth on the NAPLAN Relative Growth indicator for Reading and Writing | 15% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for writing and 20% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for reading. |
| | | By 2022, at least 20 per cent of Year 5 students make high relative learning growth on the NAPLAN Relative Growth indicator for Numeracy | 15% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for Numeracy. |
| | | By 2022, the percentage of positive endorsement on *Academic Emphasis* to be at or above 70 per cent in the School Staff Survey | The percentage of positive endorsement on Academic Emphasis to be at or above 55 per cent in the School Staff Survey (or the equivalent of 2 staff members changing their response from neutral to positive). |
| | | By 2022, for each of Years 4 – 6, *Effective Teaching Practice for Cognitive Engagement* to increase to 75 per cent positive endorsement in the student Attitudes to School Survey | For each of Years 4 – 6, Effective Teaching Practice for Cognitive Engagement to increase to 75 per cent positive endorsement in the student Attitudes to School Survey.<br>Year 4 78% |

| | | | Year 5  74%<br>Year 6  69% |
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| | | Semester 1 teacher judgements of students above expected level in year 3 and year 5 will be more aligned with the top 2 bands in NAPLAN in Reading, Writing and Numeracy. | In Reading and Viewing to increase the percentage of students at above expected level from 25% (2018) to 27% (2019).<br><br>In Number to increase the percentage of students at above expected level from 14% (2018) to 16% (2019). |
| | | By 2022, in the Students' Attitude to School survey variables:<br><br>*Sense of connectedness* in Years 4 - 6 to be at or above 80 per cent positive endorsement | In the Students' Attitude to School survey variables:<br>Sense of connectedness in Years 4 - 6 to be at or above 70 per cent positive endorsement |
| | | By 2022, in the Students' Attitude to School survey variables:<br><br>*Teacher Concern* Years 4 - 6 to be at or above 80 per cent positive endorsement | In the Students' Attitude to School survey variables:<br>Teacher Concern Years 4 - 6 to be at or above 68 per cent positive endorsement |
| | | By 2022, in the Students' Attitude to School survey variables: | In the Students' Attitude to School survey variables: Sense of learning confidence in |

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| | | *Sense of Learning Confidence* Years 4 - 6 to be at or above 80 per cent positive endorsement | Years 4 - 6 to be at or above 73 per cent positive endorsement |
| | | By 2022, the Parent Opinion Survey, *Parent participation and involvement* variable, to be at or above 80 per cent positive endorsement | In the Parent Opinion Survey, Parent participation and involvement variable, to be at or above 80 per cent positive endorsement |
| | | By 2022, in the Students' Attitude to School survey variables: *Resilience* Years 4-6 to be at or above 80 per cent positive endorsement | In the Students' Attitude to School survey variables:Resilience Years 4-6 to be at or above 74 per cent positive endorsement |
| | | By 2022, in the Students' Attitude to School survey variables: *Student Voice and Agency* Years 4-6 to be at or above 70 per cent positive endorsement | In the Students' Attitude to School survey variables: Student Voice and Agency Years 4-6 to be at or above 60 per cent positive endorsement |
| | | By 2022, in the Students' Attitude to School survey variables: Motivation and Interest in Years 4 - 6 to be at or above 80 per cent positive endorsement | In the Students' Attitude to School survey variables: Motivation and Interest in Years 4 - 6 to be at or above 72 per cent positive endorsement |

| Goal 1 | To improve student learning outcomes in Literacy and Numeracy for all students |
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| **12 Month Target 1.1** | 15% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for writing and 20% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for reading. |
| **12 Month Target 1.2** | 15% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for Numeracy. |
| **12 Month Target 1.3** | The percentage of positive endorsement on Academic Emphasis to be at or above 55 per cent in the School Staff Survey (or the equivalent of 2 staff members changing their response from neutral to positive). |
| **12 Month Target 1.4** | For each of Years 4 – 6, Effective Teaching Practice for Cognitive Engagement to increase to 75 per cent positive endorsement in the student Attitudes to School Survey.<br>Year 4 78%<br>Year 5  74%<br>Year 6  69% |
| **12 Month Target 1.5** | In Reading and Viewing to increase the percentage of students at above expected level from 25% (2018) to 27% (2019).<br><br>In Number to increase the percentage of students at above expected level from 14% (2018) to 16% (2019). |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| **KIS 1**<br>Building practice excellence | Continue building teacher capacity to implement whole school differentiated approaches to teaching and learning | No |
| **KIS 2**<br>Evidence-based high-impact teaching strategies | Build the capacity of all staff to use evidence-based targeted teaching across the school | 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. | The fieldwork for the review highlighted that consistency of teaching practice, a focus on the essential learning and assessment practices, was not embedded within teams and across year level teams. Teacher interviews confirmed that there is some caution between teams in the teacher judgements during transition handover. Inconsistency was most noticeable and observed in the number of reading approaches to benchmarking student skills and monitoring individual progress, aligning the many tools and monitoring processes across the year levels is important future work. Whilst the school demonstrates that high levels of achievement for their cohort improved, the inconsistency in different years highlights that induction processes and sustaining improvement are key areas for planning consideration. Our Learning Specialist (HITs) has commenced the pre-work for staff to set performance and development goals using evidenced based teaching strategies and strategies for receiving feedback. | |
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| **Goal 2** | To develop resilient students who display behaviours and attitudes that reflect the school values | |
| **12 Month Target 2.1** | In the Students' Attitude to School survey variables: Sense of connectedness in Years 4 - 6 to be at or above 70 per cent positive endorsement | |
| **12 Month Target 2.2** | In the Students' Attitude to School survey variables: Teacher Concern Years 4 - 6 to be at or above 68 per cent positive endorsement | |
| **12 Month Target 2.3** | In the Students' Attitude to School survey variables: Sense of learning confidence in Years 4 - 6 to be at or above 73 per cent positive endorsement | |
| **12 Month Target 2.4** | In the Parent Opinion Survey, Parent participation and involvement variable, to be at or above 80 per cent positive endorsement | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1** Vision, values and culture | Review and renew school vision and values and align to school policies and processes | Yes |
| **KIS 2** Setting expectations and promoting inclusion | Strengthen communication within the classroom, between classrooms, and beyond classrooms. | 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. | The school review panel commented the school values were not visible, not owned, and not known, in many cases. Approximately 15 parents were interviewed. Most could not clearly articulate the school's core values. Most students could not name the school values and only one staff member could name the three school values correctly. School culture was unevenly experienced and distributed across the school. It was not clear what the school endorsed and what they embraced as a community amidst all the known values of other wellbeing and social programs. If we want to create the conditions and environment to develop resilient students who display behaviours and attitudes that reflect the school values we need to firstly review and renew our school vision and values as a community then align with school policies and processes. This will be the work for 2019. | |
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| **Goal 3** | To engage and empower all students in their learning | |
| **12 Month Target 3.1** | In the Students' Attitude to School survey variables:Resilience Years 4-6 to be at or above 74 per cent positive endorsement | |
| **12 Month Target 3.2** | In the Students' Attitude to School survey variables: Student Voice and Agency Years 4-6 to be at or above 60 per cent positive endorsement | |
| **12 Month Target 3.3** | In the Students' Attitude to School survey variables: Motivation and Interest in Years 4 - 6 to be at or above 72 per cent positive endorsement | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1** Intellectual engagement and self-awareness | Increase student involvement and participation in learning and decision making through enhanced student voice in setting goals and feedback processes in academic work and developing voice in extra-curricula programs | No |
| **KIS 2** Empowering students and building school pride | Develop professional learning and research opportunities on student voice and agency to embed into classroom practices and formal teacher induction processes | Yes |

| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The school review found the work is developing in this area and it needs to continue to develop with a stronger focus on classroom learning goals and feedback processes. There is a need to see actions fully explored with clarity when giving students feedback for improvement. It is also important that students be able to explain their thinking using the relevant metalanguage of each subject and embedding this "thinking "vocabulary is work for each teacher and the focus of explicit teaching. Classroom observations confirmed that there is little to no student voice in the construction of success criteria and the construction of learning goals is often teacher directed.To successfully engage and empower all students in their learning there needs to be ongoing development of student voice and agency. KIS 2 will ensure the structures, processes and practices that empower students are in place consistently across the school.  Issues that came to light through the review include low resilience, lack of engagement and significant variation in the data between males and females with boys having very low data across year 5 and 6. |

# Define Actions, Outcomes and Activities

| Goal 1 | To improve student learning outcomes in Literacy and Numeracy for all students |
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| **12 Month Target 1.1** | 15% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for writing and 20% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for reading. |
| **12 Month Target 1.2** | 15% of Year 5 students will make high relative growth on the Naplan Relative Growth indicator for Numeracy. |
| **12 Month Target 1.3** | The percentage of positive endorsement on Academic Emphasis to be at or above 55 per cent in the School Staff Survey (or the equivalent of 2 staff members changing their response from neutral to positive). |
| **12 Month Target 1.4** | For each of Years 4 – 6, Effective Teaching Practice for Cognitive Engagement to increase to 75 per cent positive endorsement in the student Attitudes to School Survey.<br>Year 4 78%<br>Year 5  74%<br>Year 6  69% |
| **12 Month Target 1.5** | In Reading and Viewing to increase the percentage of students at above expected level from 25% (2018) to 27% (2019).<br><br>In Number to increase the percentage of students at above expected level from 14% (2018) to 16% (2019). |
| **KIS 1**<br>Evidence-based high-impact teaching strategies | Build the capacity of all staff to use evidence-based targeted teaching across the school |
| **Actions** | Utilise a PLC process for teacher teams to do collaborative planning using data and assessment practices, including moderation. Develop greater teacher knowledge and capacity to work as effective teams utilising a |

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| | PLC process.<br>Teachers to undertake professional learning/coaching in using student feedback to inform teaching practice. |
| **Outcomes** | Students will:<br>* Be able to articulate the goals of each lesson, and how they know if they have successfully achieved them.<br>* Be able to identify their own learning goals in reading, writing and numeracy<br>* Use a repertoire of strategies to support their learning<br>* Be given the opportunity to provide feedback about teaching.<br><br>Teachers will:<br>* Analyse student reading, writing and numeracy data in grade level teams and use this data to inform teaching practice (differentiation in planning)<br>* Collaborate to determine and implement evidenced-based targeted teaching strategies that will have the greatest impact on student outcomes.<br>* Actively participate in PLCs with colleagues, sharing reflective feedback to improve teacher practice<br>* Use student feedback to reflect on and inform their practice.<br><br>School leaders will:<br>* Actively participate in PLCs with colleagues, facilitating the sharing of reflective feedback to improve teacher practice<br>* Conduct regular observations of practice in classroom, using a learning walk model to compare change in practice over the year.<br>* Plan for biannual whole school moderation in writing and numeracy.<br>* Plan for professional development that includes developing a deeper understanding of the Victorian Curriculum |
| **Success Indicators** | Success will be measured by:<br>* Increased Relative Growth data in 2019 NAPLAN<br>* Student  data being used to drive teaching<br>* Tracking the increase Effective Teaching Practice for Cognitive Engagement endorsement in the student Attitudes to School Survey in 2019.<br>*  Data from Learning Walks will show evidence of consistent practice in focus areas.<br>*  Staff Performance and Development reviews will contain evidence of reflection on use of student feedback to improve practice. |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
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| Teachers will meet each fortnight in Professional Learning Communities (PLCs) to unpack data to inform point of need instruction. | ☑ PLC Leaders<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $17,000.00<br><br>☐ Equity funding will be used |
| Facilitate Learning Walks to develop a shared vision of high quality teaching that impacts on student learning. | ☑ Leadership Team<br>☑ PLT Leaders<br>☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $2,000.00<br><br>☐ Equity funding will be used |
| Learning Specialists (Leading Literacy Learning, Leading Teacher Learning) to work with staff to develop appropriate responses to what the data is indicating and support staff with their Performance and Development Plans. | ☑ Learning Specialist(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Professional learning targeting the implementation of Fountas and Pinnell so that it is used consistently across the school. | ☑ Leading Teacher(s)<br>☑ Learning Specialist(s)<br><br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☐ Equity funding will be used |
| Develop a consistent language around all of the components of reading across the school P-6 | ☑ Literacy Leader<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1 | $0.00 |

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| | | | | to:<br>Term 4 | ☐ Equity funding will be used |
| Curriculum Mapping of the Reading curriculum from P-6 | ☑ Literacy Leader<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $1,500.00<br><br>☐ Equity funding will be used |
| Whole school professional learning on Guided Reading and understanding text level  -<br>Stephen Graham | ☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 3<br>to:<br>Term 3 | $3,000.00<br><br>☐ Equity funding will be used |
| Develop a whole school process for moderating Mathematics. | ☑ Leading Teacher(s)<br>☑ Numeracy Leader | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Create a whole school data wall for Reading. | ☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $1,000.00<br><br>☐ Equity funding will be used |

| Goal 2 | To develop resilient students who display behaviours and attitudes that reflect the school values |
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| **12 Month Target 2.1** | In the Students' Attitude to School survey variables:<br>Sense of connectedness in Years 4 - 6 to be at or above 70 per cent positive endorsement |

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| **12 Month Target 2.2** | In the Students' Attitude to School survey variables:<br>Teacher Concern Years 4 - 6 to be at or above 68 per cent positive endorsement |
| **12 Month Target 2.3** | In the Students' Attitude to School survey variables: Sense of learning confidence in Years 4 - 6 to be at or above 73 per cent positive endorsement |
| **12 Month Target 2.4** | In the Parent Opinion Survey, Parent participation and involvement variable, to be at or above 80 per cent positive endorsement |
| **KIS 1**<br>Vision, values and culture | Review and renew school vision and values and align to school policies and processes |
| **Actions** | Analyse the 2018 school review recommendations; plan to renew school vision and values.<br>Engage key stakeholders in the process.<br>Communication to socialise the new vision and values with students, parents, staff.<br>Systematically align policies and processes with the renewed school vision and values. |
| **Outcomes** | Students will:<br>* be aware of the school vision<br>* be able to articulate the school values and know what they mean.<br>* have a voice in the school wide behaviour expectations linked to the values.<br><br>Teachers will:<br>* be able to articulate the school vision and values.<br>* unpack and explicitly teach the vision and values during COLE (Creating our Learning Environment) and revisit termly.<br>* help develop the new school wide expectations with their class.<br>* be consistent in use of language to build the renewed school culture.<br><br>School Leaders will:<br>* be able to articulate the school vision and values.<br>* co-ordinate implementation of the action plan.<br>* promoting the vision and values with the school community<br><br>School Community will:<br>* have opportunities to attend forums to participate in the process of renewing school vision and values.<br>* be aware of renewed school vision and values. |

| | * have a voice in the school wide behaviour expectations linked to the values. |
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| **Success Indicators** | Success is measured by:<br>* all key stakeholders agreeing on renewed school shared vision and values<br>* implementation of new school vision and values<br>* updating policies and procedures by aligning with new school vision and values<br>* a new school wide behaviour expectations  matrix |
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| **Activities and Milestones** | **Who** | **Is this a PL Priority** | **When** | **Budget** |
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| Engage Education Consultant (and SSP Challenge Partner) John Sloan to facilitate parent, student and staff forums to review the school's vision and values and to facilitate a community partnership agreement for the school. | ☑ All Staff<br>☑ Student(s) | ☐ PLP Priority | from: Term 1 to: Term 3 | $4,000.00<br><br>☐ Equity funding will be used |
| Invite community members to an open forum to participate in renewing the school vision and values and provide feedback. | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00<br><br>☐ Equity funding will be used |
| School Council approval of new school vision and values. | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00<br><br>☐ Equity funding will be used |

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| Implementing the new school vision and values by updating all related materials. | ☑ Assistant Principal<br>☑ Education Support<br>☑ Principal | ☐ PLP Priority | from: Term 1<br>to: Term 4 | $10,000.00<br><br>☐ Equity funding will be used |
| Teachers to embed new school vision and values into COLE planning documents and renew each term. | ☑ PLT Leaders<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 1<br>to: Term 4 | $1,500.00<br><br>☐ Equity funding will be used |
| Students and staff to build a behaviour matrix based on our new school values. Parent/community input to be sought. Vision and values to be unpacked during COLE (Creating our Learning Environment) to establish the framework/basis for the new behaviour matrix. Students will unpack each behaviour expectation to understand what they look like, sound like and feel like in different areas of the school e.g. classrooms, specialist classrooms, yard. Wellbeing team to compile information. | ☑ All Staff<br>☑ Wellbeing Team | ☐ PLP Priority | from: Term 1<br>to: Term 2 | $0.00<br><br>☐ Equity funding will be used |
| Update policies and processes to reflect new vision and values. | ☑ All Staff<br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from: Term 1<br>to: Term 4 | $500.00<br><br>☐ Equity funding will be used |

| Goal 3 | To engage and empower all students in their learning |
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| **12 Month Target 3.1** | In the Students' Attitude to School survey variables:Resilience Years 4-6 to be at or above 74 per cent positive endorsement |
| **12 Month Target 3.2** | In the Students' Attitude to School survey variables:<br>Student Voice and Agency Years 4-6 to be at or above 60 per cent positive endorsement |

| 12 Month Target 3.3 | In the Students' Attitude to School survey variables:<br>Motivation and Interest in Years 4 - 6 to be at or above 72 per cent positive endorsement |
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| **KIS 1**<br>Empowering students and building school pride | Develop professional learning and research opportunities on student voice and agency to embed into classroom practices and formal teacher induction processes |
| **Actions** | The School Improvement Team (SIT) will analyse the 2018 school review recommendations; plan to research ways to authentically engage and empower students in their learning.<br>Engage key stakeholders in the process.<br>Learning Specialist (Building Teacher Capacity) will lead professional development around student voice and agency.<br>Middle and senior school teachers will engage in a Community of Practice (COP) with Strathfieldsaye Primary School to plan for student feedback.<br>Based on the outcomes of COP surveys, develop student capacity to provide authentic feedback.<br>Develop teacher capacity to use student feedback to inform teaching practice. |
| **Outcomes** | Students will:<br>* know how to provide teachers with authentic feedback<br>* have opportunities to be involved in student forums<br>* understand and articulate their learning needs<br>* have a voice in what they are learning and how they learn it. (agency)<br><br>Teachers will:<br>* provide opportunities for students to give feedback on their teaching<br>* know the difference between student voice and agency and help students to understand it.<br>* provide a range of opportunities for student leadership.<br><br><br>School Leaders will:<br>* plan for opportunities for professional learning and dialogue on student voice and agency.<br>* plan for student forums that have an authentic focus.<br>* review current school leadership model |
| **Success Indicators** | Success is measured by:<br>* all key stakeholders being respectful of the giving and receiving of feedback.  Success would be measured |

by staff using the feedback to inform their teaching.
* Social Emotional Well-being Survey data used to track students attitudes to learning
* Data collected through the 2019 SATS Survey to increase in positive endorsement as per 12 month targets.

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| identify trends and correlations between different data sets to identify persisting issues in student engagement and the use of student voice, agency and leadership. | ☑ Learning Specialist(s)<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 2 | $0.00<br><br>☐ Equity funding will be used |
| Students will contribute their unique perspective on learning, teaching and schooling. through student forums, class meetings and feedback surveys. | ☑ Student(s)<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Professional Learning for staff will be provided to unpack the Amplify and Practice Principles for Excellence in Teaching and Learning and use the Practice Principles Diagnostic Tools. https://www.education.vic.gov.au/Documents/school/teachers/support/practiceprinreflection.pdf | ☑ Learning Specialist(s)<br>☑ School Improvement Team | ☑ PLP Priority | from: Term 1 to: Term 3 | $0.00<br><br>☐ Equity funding will be used |
| Develop formal processes for staff induction | ☑ Assistant Principal | ☐ PLP Priority | from: Term 1 to: Term 1 | $500.00<br><br>☐ Equity funding will be used |

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| Review and update QHPS Student Voice Continuum to reflect strategies to build a positive climate for learning. (Practice Principle 3, Amplify) | ☑ Learning Specialist(s) | ☐ PLP Priority | from: Term 2 to: Term 2 | $500.00<br><br>☐ Equity funding will be used |
| Review and Update QHPS student leadership continuum. | ☑ Teacher(s) | ☐ PLP Priority | from: Term 2 to: Term 2 | $500.00<br><br>☐ Equity funding will be used |
| Professional Development on Student Agency to build teacher understanding and knowledge of how to support students to direct and take responsibility for their learning, creating independent and self regulating learners | ☑ School Improvement Team<br>☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $1,500.00<br><br>☐ Equity funding will be used |

# Equity Funding Planner

## Equity Spending Totals

| Category | Total proposed budget ($) | Spend ($) |
|---|---|---|
| Equity funding associated with Activities and Milestones | $0.00 | $0.00 |
| Additional Equity funding | $64,000.00 | $35,556.00 |
| **Grand Total** | $64,000.00 | $35,556.00 |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| **Totals** | | | $0.00 | $0.00 |

## Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Intervention to improve student learning outcomes. | from: Term 1 to: Term 4 | ☑ School-based staffing | $64,000.00 | $35,556.00 |
| **Totals** | | | $64,000.00 | $35,556.00 |

# Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Wher |
|---|---|---|---|---|---|---|
| Teachers will meet each fortnight in Professional Learning Communities (PLCs) to unpack data to inform point of need instruction. | ☑ PLC Leaders<br>☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Collaborative Inquiry/Action Research team<br>☑ Formalised PLC/PLTs | ☑ Timetabled Planning Day<br>☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff<br>☑ Learning Specialist | ☑ Or site |
| Professional learning targeting the implementation of Fountas and Pinnell so that it is used consistently across the school. | ☑ Leading Teacher(s)<br>☑ Learning Specialist(s)<br>☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Peer observation including feedback and reflection | ☑ Whole School Pupil Free Day<br>☑ PLC/PLT Meeting | ☑ External consultants<br>Fountas and Pinnell consultants | ☑ Or site |
| Curriculum Mapping of the Reading curriculum from P-6 | ☑ Literacy Leader<br>☑ Teacher(s) | from: Term 2 to: Term 4 | ☑ Planning<br>☑ Preparation | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ Learning Specialist<br>☑ Departmental resources<br>EIL - if required | ☑ Or site |

| | | | | | | |
|---|---|---|---|---|---|---|
| Whole school professional learning on Guided Reading and understanding text level - Stephen Graham | ☑ School Improvement Team | from: Term 3 to: Term 3 | ☑ Planning ☑ Individualised Reflection ☑ Demonstration lessons | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants Stephen Graham - Literacy Consultant | ☑ On site |
| Professional Learning for staff will be provided to unpack the Amplify and Practice Principles for Excellence in Teaching and Learning and use the Practice Principles Diagnostic Tools. https://www.education.vic.gov.au/Documents/school/teachers/support/practiceprinreflection.pdf | ☑ Learning Specialist(s) ☑ School Improvement Team | from: Term 1 to: Term 3 | ☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Learning Specialist | ☑ On site |
| Professional Development on Student Agency to build teacher understanding and knowledge of how to support students to direct and take responsibility for their learning, creating independent and self regulating learners | ☑ School Improvement Team ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Curriculum development ☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice | ☑ Learning Specialist | ☑ On site |