**2020 Annual Implementation Plan**

Submitted for review by Matthew Bott (School Principal) on 20 December, 2019 at 12:29 PM  
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 23 December, 2019 at 03:02 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Moonee Ponds Primary School (3987)



**Self-evaluation Summary - 2020**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Evolving |

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

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

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

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| **Enter your reflective comments** | The self-evaluation against the FISO continua of practice shows a strong foundation in terms of positive climate for learning, excellence in teaching and learning, professional leadership and community engagement in learning. Overall out of the six dimensions identified as high-impact improvement initiatives, the school is assessed as evolving moving towards embedding in five of these dimensions.  The self-evaluations reflects the positive impact of professional learning and capacity building of staff in terms of building practice excellence, curriculum planning and assessment, evidence-based high-impact teaching strategies and building leadership teams. The next steps in this work is shifting the focus from teacher learning to student learning by further developing high-quality, consistent, and responsive curriculum, instruction, assessment and feedback practices, through the work of PLCs and the FISO improvement cycle with the student at the centre. |
| **Considerations for 2020** | 2020 will be the second year of our new School Strategic Plan (SSP).  The focus for our SSP is further developing these dimensions within the FISO continua of practice with a focus of student voice. The school will be part of the Moonee Valley Network professional learning with Russell Quaglia.  We will focus on maximising the learning growth for every student with an initial emphasis on Reading. This will be reflected through our PLC work and building a culture of authentic curriculum, instruction and assessment based around and responsive to the needs of our learners. This will include implementation of the inquiry cycle in teams to support effective differentiation within our lessons. The school will also continue to work as a Community of Practice (CoP) as a strategy to improve student outcomes - specifically maintaining the students in the top two bands (yr 3 - yr 5) data as a matched cohort. We will further develop students who are actively engaged in and connected to their learning.This will be developed through effective feedback processes and an emphasis on learner strategies (nine high-yield strategies) and teacher strategies (high impact teaching strategies) to engage the learner authentically throughout their schooling. We will continue to develop respectful and resilient students who display growth mindsets. This will be developed through drawing together the student wellbeing and engagement practices implemented across the school, building pedagogical understanding around these strategies and practices, and articulating a framework that outlines our approach to supporting students with their health, wellbeing and learning outcomes. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To improve achievement and optimise the learning growth of every student. |
| Target 1.1 | Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading. |
| Target 1.2 | By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥80 per cent. |
| Target 1.3 | By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies). |
| Key Improvement Strategy 1.b Building practice excellence | Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning) |
| Key Improvement Strategy 1.c Building leadership teams | Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership) |
| Goal 2 | To create empowered learners who are actively engaged in and connected to their learning. |
| Target 2.1 | By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain   * Learning confidence/sense of confidence * Self-regulation and goal setting   Social engagement domain   * Student Voice and agency |
| Target 2.2 | By 2022 the percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):  Student cognitive engagement domain   * Student motivation and support   Student Development domain   * Student agency and voice * Confidence and resiliency skills |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students) |
| Goal 3 | Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values. |
| Target 3.1 | By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain   * Resilience   Social engagement domain   * Sense of inclusion   School Safety   * Respect for diversity |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning) |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve achievement and optimise the learning growth of every student. | Yes | Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading. | Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading. |
| By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥80 per cent. | The percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will =80 per cent. |
| By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5. | 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5. |
| To create empowered learners who are actively engaged in and connected to their learning. | Yes | By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain   * Learning confidence/sense of confidence * Self-regulation and goal setting   Social engagement domain   * Student Voice and agency | The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain Learning confidence/sense of confidence Self-regulation and goal setting  Social engagement domain Student Voice and agency |
| By 2022 the percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):  Student cognitive engagement domain   * Student motivation and support   Student Development domain   * Student agency and voice * Confidence and resiliency skills | The percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):  Student cognitive engagement domain Student motivation and support  Student Development domain Student agency and voice Confidence and resiliency skills |
| Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values. | Yes | By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain   * Resilience   Social engagement domain   * Sense of inclusion   School Safety   * Respect for diversity | The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain Resilience  Social engagement domain Sense of inclusion   School Safety domain Respect for diversity |

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| Goal 1 | To improve achievement and optimise the learning growth of every student. | |
| 12 Month Target 1.1 | Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading. | |
| 12 Month Target 1.2 | The percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will =80 per cent. | |
| 12 Month Target 1.3 | 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies). | Yes |
| **KIS 2**  Building practice excellence | Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning) | Yes |
| **KIS 3**  Building leadership teams | Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership) | 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 key academic focus for School Strategic Plan 2019-22 is that all students achieve more than a year’s growth in 12 months. The self-evaluation process identified a percentage of students who were not achieving 12 months growth. Interestingly the students that are not achieving the growth is spread across at, below and above expected achievement (levels).  The focus for the second year of our strategic plan will be continuing to maximise the learning growth for every student with an emphasis on Reading and developing teacher capacity in the reading curriculum, and reading instruction and assessment practices. Ensuring that there is rigour within the Literacy instructional model will be a priority. We will improve the learning growth of all students through the effective implementation of the Professional Learning Communities (PLC) pedagogy based around and responsive to the needs of our learners. This will include implementation of the inquiry cycle in teams to support effective differentiation within our lessons. There will be an explicit focus on furthering our work on the GANAG instructional model (through school based support) and high impact teaching strategies to improve student outcomes. | |
| Goal 2 | To create empowered learners who are actively engaged in and connected to their learning. | |
| 12 Month Target 2.1 | The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain Learning confidence/sense of confidence Self-regulation and goal setting  Social engagement domain Student Voice and agency | |
| 12 Month Target 2.2 | The percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):  Student cognitive engagement domain Student motivation and support  Student Development domain Student agency and voice Confidence and resiliency skills | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students) | 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 has had significant improvement in terms of the following three high-impact improvement initiatives: building practice excellence, curriculum planning and assessment and building leadership teams. The focus for the this strategic plan is further developing these dimensions with a focus of student learner agency. This will place students at the centre of their learning. This will be achieved through the development of effective feedback processes and an emphasis on learner strategies (nine high-yield strategies) and teacher strategies (high impact teaching strategies) to engage the learner authentically throughout their schooling. We will also be working with the Quaglia Institute as part of the Moonee Valley Network Community of Practice on Student Voice. | |
| Goal 3 | Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values. | |
| 12 Month Target 3.1 | The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain Resilience  Social engagement domain Sense of inclusion   School Safety domain Respect for diversity | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning) | 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. | In addition to developing student learner agency in Reading, we will continue to develop respectful and resilient students who display growth mindsets. This will be developed through drawing together the student wellbeing and engagement practices implemented across the school, building pedagogical understanding around these strategies and practices, and articulating a framework that outlines our approach to supporting students with their health, well being and learning outcomes. The focus for this second year of the strategic plan will be on further developing and embedding self-regulation strategies for students and ensuring consistency and alignment with the teaching of mindfulness across the school, implementation of weekly Rights, Resilience and Respectful Relationships program and tools such as the zones of regulation. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve achievement and optimise the learning growth of every student. | | | | |
| 12 Month Target 1.1 | Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading. | | | | |
| 12 Month Target 1.2 | The percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will =80 per cent. | | | | |
| 12 Month Target 1.3 | 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5. | | | | |
| KIS 1 Curriculum planning and assessment | Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies). | | | | |
| **Actions** | Develop teacher knowledge and understanding of all forms of literacy through professional learning. Develop teacher knowledge and capacity for the planning, teaching, assessing and documenting of the reading curriculum through the professional learning communities (PLC) work in year level teams. Develop teacher knowledge and capacity for implementing a consistent and differentiated reading block structure and assessment schedule through the PLC inquiry cycle and targeted coaching. | | | | |
| **Outcomes** | Students will: Engage in a curriculum that is responsive to the needs of their cohort as a result of authentic assessment. Experience high quality teaching and learning consistent with students in other classes across the year level. Work within their Zone of Proximal Development (ZPD) in guided reading/teaching groups. Be working at various entry points - all able to engage with the goals and have a sense of achievement Feel positive about wherever they are at and confident in themselves as readers and learners. Recognise reading in all areas of the curriculum and make links between their reading, writing and speaking.  Realise the links between their learning and reading and understanding the purpose/why they are learning.  Teachers will: Have a shared understanding of the teaching and learning of reading at MPPS.  Demonstrate high impact teaching strategies and authentic implementation of GANAG lesson structure within the teaching and learning context of Reading. Adhere to a school wide consistent assessment schedule.  Consistently collect and analyse data, and have agreed protocols for collecting, sharing and analysing this data. Demonstrate collective efficacy and collective responsibility through a collective approach to knowing and responding to cohort needs, shared planning and teaching across year levels and collaborating with other year levels about students below and above their year levels Use pre-assessment data to guide/change planning documents so point of need teaching is ensured Plan lessons that make links between writing, reading and speaking  Will make the links between reading and other curriculum areas Meet regularly to discuss student growth  School leaders will: Respond to professional learning needs of staff through targeted professional learning activities, the meeting schedule/agenda and PDP. Meet regularly with team leaders and learning area leaders to provide feedback and monitor curriculum planning and coaching. | | | | |
| **Success Indicators** | Student Assessment Continuums (data tracking tool) and NAPLAN growth and top 2 bands data (Panorama dashboard) Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)  Classroom Observations and Learning walks Assessment Schedule (including F & P growth tracking of all students) Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas and minutes) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Review and update the literacy expectations with an explicit focus on reading | | 🗹 Learning Specialist(s)  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement Professional Learning (including professional reading) - Teaching and Learning of Reading as part of the school meeting structure (including curriculum days, PLC meetings, Staff meetings) | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🞎 Equity funding will be used |
| Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and documenting of the reading curriculum: coaching timetable developed with teachers (4 hrs per week) including time for structured feedback (1 hr per week) | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Literacy Coach to support Learning Specialist and PLCs with planning, teaching, assessing and documenting of the reading curriculum | | 🗹 Learning Specialist(s)  🗹 Literacy Support | 🗹 PLP Priority | from: Term 1  to: Term 4 | $9,000.00  🞎 Equity funding will be used |
| Team Leader/Learning Specialist Learning walks implemented to monitor, assess and respond to efficacy and consistency of reading instruction (differentiation) across the school | | 🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| Reading Support Program - Prioritised weekly literacy support (LLI or Sounds Write) for students working 12 months or more below expected in years 1 to 6 | | 🗹 Literacy Support  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Finalise the assessment schedule and guidelines | | 🗹 Assistant Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Tracking Fountas and Pinnell reading levels once a semester on assessment software (eg. Accelerus Data Tracking) as documented in the assessment schedule | | 🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Assessment records - track student learning goals and targets/(RR, F&P, Cafe, Conference notes, GR/GT records, ILIPs) throughout the year as per assessment schedule | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Purchase copies of decodable texts to support the reading of at risk students | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $2,500.00  🞎 Equity funding will be used |
| KIS 2 Building practice excellence | Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning) | | | | |
| **Actions** | Develop teacher knowledge and capacity to use collaborative practices that will have a positive impact on learning outcomes Implement the PLC evidence-based inquiry approach with an initial focus on improving student outcomes in Reading. | | | | |
| **Outcomes** | Students will: be supported at their point of need with targeted teacher and learner strategies to maximise their growth  Teachers will: participate in developing inquiry cycles based on collected data with an agreed focus work through the inquiry process with a focus on collective efficacy, collective responsibility and high expectations for all to use data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices be reflective and open to giving and receiving feedback and participate in collegiate visits, learning walks, coaching and classroom observations actively engage in professional learning including professional reading, coaching and DET resources be prepared for PLT meetings and actively contribute to team planning and inquiry cycle planning maintain a data collection system (to record and track student assessment - including F&P, conference notes, guided teaching notes and live scoring) contribute to a culture of trust, quality relationships and individual and collective accountability  PLC instructional leaders: lead teams of teachers and build their capacity to use collaborative practices that will have a positive impact on learning outcomes develop and embed a shared team vision and commitment to ambitious goals and targets for student and teacher learning focus their teams on using an inquiry cycle to measure the impact of their teaching and identify areas for professional learning support their teams to collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices adhere to inquiry cycle schedules - keep the momentum going, and plan for and facilitate PLT meetings, including the use of protocols to support data analysis and teacher reflection and professional learning drive a culture of trust, quality relationships and individual and collective accountability | | | | |
| **Success Indicators** | Student Assessment Continuums (data tracking tool) and NAPLAN growth data (Panorama dashboard) Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)  Collegiate visits reflections.  Classroom Observations and Learning walks Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Implement PLC inquiry cycle as part of the PLC meeting schedule. | | 🗹 Assistant Principal  🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $6,500.00  🞎 Equity funding will be used |
| Provide professional learning as part of curriculum days and the meeting schedule regarding the PLC collaborative practices through DET resources including PLC guide, PLC maturity matrix, Practice Principles and Evaluate the Impact of your Teaching Toolkit. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🞎 Equity funding will be used |
| Instructional Observation (collegiate/peer) visits implemented at least twice a year (as outlined in the Coaching and Instructional Observation document) as a tool for self-reflection and improved teaching and learning practices. This includes collegiate visits/peer observations as part of the PLC inquiry cycle and/or meeting schedule. | | 🗹 PLC Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Building leadership teams | Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership) | | | | |
| **Actions** | PLC instructional leaders to build their capacity to lead teams effectively, including using a consistent and structured cycle of evidence-based curriculum planning. Develop the knowledge and capacity of instructional coaches to lead improvement in teaching and learning Continue to strengthen and develop the leadership team and the leadership capacity of staff. | | | | |
| **Outcomes** | Teachers will: Know the focus of meetings each week and come prepared with evidence of student learning Consistent approach from teams around collection and analysis of data Know how to access supports to improve student learning Adapt planning to respond to data and student needs Feel confident to know next step for each student in learning Actively engage in team/staff discussion of student learning and teacher practice Give and receive feedback on learning for students and teachers Use consistent assessment practices Reflect on and evaluate Demonstrate open attitude to engaging with collegiate visits, coaching, reflecting and feedback conversations Set goals for students and for own teaching/team  PDP goals aligned with school goals/focused Ensure a focus on purposeful use of time to drive CIAF  Leaders will: Drive PLC inquiry cycle in year level PLC teams - unpack what this is and how it will be applied within our school context Lead team meetings with a focus on working through stages of PLC inquiry Provide coaching support to assist teachers/teams on this work Facilitate data analysis Model instructional practice across different areas in own classroom and supporting other teachers in team Participate in Collegiate visits with a focus on instruction and teacher practice Engage in learning walks to gain knowledge of teacher practice across team Liaise between the year levels with a focus on consistency (CIAF) Support PDP goals and this process to support the work Build own knowledge of HITS and Practice Principles Undertake professional reading and development (Balanced Leadership, Feedback, DET Resources etc.) | | | | |
| **Success Indicators** | Student Assessment Continuums (data tracking tool) and NAPLAN growth data (Panorama dashboard) Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)  Collegiate visits reflections.  Classroom Observations and Learning walks Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Maintain (continue to update as appropriate) the Teaching and Learning Framework including the resource section on the MPPS Staff Collaboration OneNote and the School Website. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Meeting schedule to support collective efficacy, shared responsibility and trust of leadership as a school improvement team (leadership meetings, coaches meetings, professional learning, PLC cluster meetings, leadership days) | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Support from the Literacy Consultant to build the instructional leadership capacity of the literacy leader (also listed as an activity to support KIS 1.A) | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leadership Professional Learning for current and emerging leaders within the school as needed. This includes Bastow Inspire and/or Create, Leading Literacy, Student Voice CoP and PLC cluster meetings. | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🞎 Equity funding will be used |
| Goal 2 | To create empowered learners who are actively engaged in and connected to their learning. | | | | |
| 12 Month Target 2.1 | The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain Learning confidence/sense of confidence Self-regulation and goal setting  Social engagement domain Student Voice and agency | | | | |
| 12 Month Target 2.2 | The percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):  Student cognitive engagement domain Student motivation and support  Student Development domain Student agency and voice Confidence and resiliency skills | | | | |
| KIS 1 Curriculum planning and assessment | Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students) | | | | |
| **Actions** | Define Student Voice, Agency and Leadership (this includes having it documented) Ensure that students have input into curriculum decisions Connect curriculum to real world problems - embedding problem solving and thinking skills within the GANAG lesson structure  Develop students' learner agency through authentic feedback and goal setting processes Deepen understanding of how to implement effective classroom observation and feedback Increase understanding of how student perception surveys can contribute to improving the quality of teaching Leverage digital technologies as a tool for increasing student engagement and learner agency | | | | |
| **Outcomes** | Students will: Be able to articulate the goals of each lesson and how they know if they have successfully achieved them. Know and understand what their current level of achievement is (where they are up to in their learning/scoring) and have ownership and clarity over their future learning goals (know the learning progression/where to next in their learning) Engage with high yield strategies in a lesson  Know ways to seek and use feedback other than solely from the teacher Drive their own learning - they know the work, they are confident they can do it or will have the help they need (through strategies and support). Be able to make informed decisions about their entry point into lessons based on learning goals and move between tasks where appropriate Engage in accountable talk to peer and self assess and challenge ideas and ask questions that direct their own learning Be able to articulate feedback and engage with different forms of feedback Be curious, excited and active problem solvers in their learning  Teachers will: Differentiate their teaching based on assessment and student interaction with the goal (feedback for instruction) Plan curriculum aligned with GANAG Instructional Model and embed the nine high yield learner strategies Implement a consistent approach to students' recording their learning goals (goal books) Respond to and provide feedback to students Understand the progression of learning Be explicit with students to allow them to understand how to assess and make decisions (within context) about their learning Teach accountable talk and how to have a voice that allows them to lead learning Be curious, excited and provide authentic opportunities for students to engage in problem solving and develop learner agency  School leaders will: Implement leadership learning walks as a feedback tool to compare change in practise over the year and identify future support/action needed for continued improvement. | | | | |
| **Success Indicators** | Student, School Staff and Parent Opinion survey data (Panorama) Student forums Instructional Observations and Learning walks Coaching reflections Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)  Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Instructional model: Lesson Goals (GANAG) - developing consistent approach to understanding and effort scoring across the school. Ensuring these are explicit and documented for teachers and students | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teams investigate and develop system for students to record and track their individual learning goals and feedback tools (eg. Goal books). | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional learning on the GANAG Instructional Model, high yield strategies and thinking skills with a focus on the role of the student in the learning as part of the curriculum day in term 1 and through the meeting schedule and work of PLCs | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Students develop (with support of teacher) individual learning goals (initially in reading, then writing and numeracy) based on a known progression of learning as part of conferences/teaching group feedback | | 🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop teacher knowledge and capacity to implement digital technologies as a way to leverage learner agency through staff meeting schedule | | 🗹 KLA Leader  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Audit planners to see how students are learning about and using digital technologies in the curriculum as an engagement, critical thinking and problem solving tool | | 🗹 KLA Leader  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional learning for staff through coaching and the meeting schedule supports problem solving, stories and real life context in the numeracy curriculum. | | 🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Audit the numeracy planners for evidence of problem solving, stories and real life context. | | 🗹 Numeracy Leader  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Numeracy leader to support PLTs in improving the planning, teaching, assessing and documenting of the numeracy curriculum: coaching timetable developed with teachers (3 hrs per week) including time for structured feedback (1 hr per week) | | 🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🞎 Equity funding will be used |
| Participate in the Student Voice Community of Practice with the Quaglia Institute (as part of the Moonee Valley Network) | | 🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🞎 Equity funding will be used |
| Goal 3 | Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values. | | | | |
| 12 Month Target 3.1 | The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):  Learner characteristics and dispositions domain Resilience  Social engagement domain Sense of inclusion   School Safety domain Respect for diversity | | | | |
| KIS 1 Setting expectations and promoting inclusion | Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning) | | | | |
| **Actions** | Define what a respectful/ resilient student is. Define what Growth Mindset is and how to use one. Investigate research based approaches to student health, wellbeing and inclusion/ Audit wellbeing and engagement approaches against wellbeing framework (PSWB or Kids Matter) Implement the zones of regulation Implement mindfulness curriculum across the school Implement the Rights, Resilience and Respectful Relationships program Ensure feedback structures in place across the school (Smile at Play time/???? Yr 3-6) | | | | |
| **Outcomes** | Students will: Live the school values and display a growth mindset Be confident, happy and resilient learners Feel accepted by their teacher, the staff and their peers Apply management strategies to problem solve socially, personally and in terms of their learning. Have pride in the school, their learning, be generous and show gratitude Practice mindfulness as a strategy to self-regulate, support their readiness for learning and learn from experiences Apply the zones of regulation as a strategy for identifying and applying strategies to manage their emotions  Teachers will: Assist students to problem solve issues or dilemmas Use anchor charts to guide student thinking (problem solving steps, zones of regulations, mindfulness prompts, growth mindset) Have high expectations for student behaviour - consistent and agreed upon practices across the team Follow up and have a preventative approach to supporting student needs Be intentional, be supportive, be demanding (in relation to Student Behaviour/ Relationships) Have positive relationships with students where students feel accepted.  Parents will: Promote a resilient and growth mindset in children - coach them through difficulties (rather than solving things for them)  School leaders will: Provide whole school expectations (and agreed framework) in terms of promoting a positive school culture reflective of the MPPS School Mission, Vision and Values. | | | | |
| **Success Indicators** | Student, School Staff and Parent Opinion survey data (Panorama) Student forums Classroom Observations and Learning walks Coaching reflections Professional Development Plan end of cycle meetings (review goals, strategies and outcomes) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Purchase copies of Zones of Regulation for each PLC team | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $300.00  🞎 Equity funding will be used |
| Implement the Zones of Regulation as a framework as part of the establishment program. Use this a a tool throughout the year to support students with identifying and managing their emotions. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Every team implements the Rights, Resilience and Respectful relationships program each week as a preventative and capacity building tool for positive students relationships | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Staff implement the mindfulness curriculum - this will include one key lesson scheduled per week and daily practice to meet the needs of the class | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop a plan for further implementation of the growth mindset. | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Increase student responsibility and school pride through promoting community service, classes maintaining their indoor and outdoor learning spaces (through roles and responsibilities) and promoting high expectations for all in terms of our school values | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Audit student wellbeing and engagement through the lens of the School Wide Positive Behaviour Support (SWPBS) Framework | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $10,000.00 | $8,487.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $10,000.00 | $8,487.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Reading Support Program - Prioritised weekly literacy support (LLI or Sounds Write) for students working 12 months or more below expected in years 1 to 6 | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $10,000.00 | $8,487.00 |
| **Totals** | | | $10,000.00 | $8,487.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Implement Professional Learning (including professional reading) - Teaching and Learning of Reading as part of the school meeting structure (including curriculum days, PLC meetings, Staff meetings) | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 PLC Initiative  🗹 Internal staff  🗹 Learning Specialist  🗹 External consultants  Literacy coach  🗹 Departmental resources  EIL, Leading Literacy Professional Learning, Literacy toolkit  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and documenting of the reading curriculum: coaching timetable developed with teachers (4 hrs per week) including time for structured feedback (1 hr per week) | 🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist  🗹 External consultants  Literacy coach to support Learning Specialist work. | 🗹 On-site |
| Literacy Coach to support Learning Specialist and PLCs with planning, teaching, assessing and documenting of the reading curriculum | 🗹 Learning Specialist(s)  🗹 Literacy Support | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Literacy coach to support AIP goals and Learning Specialist professional learning. | 🗹 On-site |
| Team Leader/Learning Specialist Learning walks implemented to monitor, assess and respond to efficacy and consistency of reading instruction (differentiation) across the school | 🗹 Learning Specialist(s)  🗹 PLC Leaders | from: Term 2  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Provide professional learning as part of curriculum days and the meeting schedule regarding the PLC collaborative practices through DET resources including PLC guide, PLC maturity matrix, Practice Principles and Evaluate the Impact of your Teaching Toolkit. | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Departmental resources  FISO resources for excellence in teaching and learning as part of the DET Portal.  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Instructional Observation (collegiate/peer) visits implemented at least twice a year (as outlined in the Coaching and Instructional Observation document) as a tool for self-reflection and improved teaching and learning practices. This includes collegiate visits/peer observations as part of the PLC inquiry cycle and/or meeting schedule. | 🗹 PLC Leaders  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs  🗹 Individualised Reflection | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Meeting schedule to support collective efficacy, shared responsibility and trust of leadership as a school improvement team (leadership meetings, coaches meetings, professional learning, PLC cluster meetings, leadership days) | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Leadership Professional Learning for current and emerging leaders within the school as needed. This includes Bastow Inspire and/or Create, Leading Literacy, Student Voice CoP and PLC cluster meetings. | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 Network Professional Learning  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff  🗹 Bastow program/course  🗹 Literacy Leaders  🗹 External consultants  Russell Quaglia (MV Student Voice CoP)  🗹 Departmental resources  Literacy Toolkit Numeracy Portal  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 High Impact Teaching Strategies (HITS) | 🗹 Off-site  Bastow, Network PL, PLC Cluster PL |
| Instructional model: Lesson Goals (GANAG) - developing consistent approach to understanding and effort scoring across the school. Ensuring these are explicit and documented for teachers and students | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Professional learning on the GANAG Instructional Model, high yield strategies and thinking skills with a focus on the role of the student in the learning as part of the curriculum day in term 1 and through the meeting schedule and work of PLCs | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop teacher knowledge and capacity to implement digital technologies as a way to leverage learner agency through staff meeting schedule | 🗹 KLA Leader  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Professional learning for staff through coaching and the meeting schedule supports problem solving, stories and real life context in the numeracy curriculum. | 🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Numeracy leader | 🗹 On-site |
| Numeracy leader to support PLTs in improving the planning, teaching, assessing and documenting of the numeracy curriculum: coaching timetable developed with teachers (3 hrs per week) including time for structured feedback (1 hr per week) | 🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Numeracy leader | 🗹 On-site |
| Participate in the Student Voice Community of Practice with the Quaglia Institute (as part of the Moonee Valley Network) | 🗹 School Improvement Team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Network Professional Learning  🗹 Communities of Practice | 🗹 SEIL  🗹 External consultants  Russell Quaglia - through MV Student Voice CoP | 🗹 Off-site  MV Student Voice CoP |