# 2019 Annual Implementation Plan

## for improving student outcomes

Flowerdale Primary School (3098)



Submitted for review by Sandra Horwood (School Principal) on 14 December, 2018 at 01:02 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 |
|---|---|---|
| **Excellence in teaching and learning** | Building practice excellence | Evolving moving towards Embedding |
| | Curriculum planning and assessment | Evolving |
| | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
| | Evaluating impact on learning | Emerging |

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

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

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

| Enter your reflective comments | Peer observations and feedback on targeted teaching practices was very helpful for the teaching team. Partnerships with other schools allowed for a more observations and richer discussions about ways to improve teaching practice. A clear focus on improving teacher practice in reading in terms 1 and 2 in particular assisted in improving student confidence and outcomes in this area. Consistent explicit teaching linked to student data has had a significant impact, along with the assistance of a Literacy Intervention teacher and new school resources. The focus on improving writing across the school has had less improvement than reading, however results in punctuation, grammar and vocabulary is much improved. We need to continue to strengthen skills in handwriting and spelling in the F-2 classroom to build students confidence and capacity to write with independence. In term 3 we adopted the 6 Traits of Writing and focused specifically on word choice and punctuation. The students have demonstrated improvement in vocabulary usage and spelling in the Year 3-6 classroom in particular because of this focus. Results in numeracy have not shown significant improvement and will be the focus for the 2019 AIP. |
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| Considerations for 2019 | Continue to strengthen positive engagement with students, families and the broader community. Build teacher capacity in the use of High Impact Teaching Strategies of Explicit teaching, Setting Goals and Multiple |

| | Exposures |
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| | Continue to improve the implementation of evidence informed targeted teaching. |
| | Build student capacity to contribute to their own learning and to whole school initiatives. |
| | Improve partnerships with parents and carers to enhance student learning. |
| **Documents that support this plan** | |

# SSP Goals Targets and KIS

| Goal 1 | Improve student learning outcomes for all students in English and Mathematics |
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| **Target 1.1** | **Reading:**<br>To achieve 30% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**Writing:**<br>To achieve 25% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**Numeracy:**<br>To achieve 25% of students above the expected level in Mathematics (Number) by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**NAPLAN**<br>**Reading and Writing:**<br><br>• To achieve 33% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>• To achieve 33% of Yr. 3 and Yr 5 students performing in the top two bands in NAPLAN reading and writing by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>• **Numeracy**<br>• To improve the percentage of students achieving high growth demonstrated by the year 5 NAPLAN to 33% and a demonstrated improvement trend on three-year aggregation of data.<br><br>To achieve 33% of students performing in the top two bands in NAPLAN Number by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**Student survey data**<br>To improve effective Teacher time from 63% in 2017 to 80% in 2021<br>To improve differentiated and challenging learning from 67% in 2017 to 80% in 2021<br>**Staff Survey Data**<br>To improve Collective efficacy from 46.9% in 2017 to 80% in 2021<br>To improve Focus on Academic Emphasis from 46.9% in 2017 to 80% in 2021 |

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| **Key Improvement Strategy 1.a**<br>Building practice excellence | Build the capacity of all staff to use evidence-based targeted teaching across the school. |
| **Key Improvement Strategy 1.b**<br>Building practice excellence | Create, document and consistently implement agreed pedagogical practices and processes.<br>Embed shared learning intentions, success criteria and structured lessons for Literacy and numeracy using agreed models<br>Principal to review planning documents and complete classroom walks, coaching and feedback |
| **Key Improvement Strategy 1.c**<br>Building practice excellence | Develop and implement a plan to ensure all teachers have the capability to utilise HITS to improve teaching and learning |
| **Goal 2** | Student Engagement and Well being<br>Provide a high quality learning environment which engages all students in their learning. |
| **Target 2.1** | <ul><li>**Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum.**</li><li>**Students Attitudes to School Survey:**</li><li>To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%)</li><li>To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%)</li><li>Overall student connectedness to school expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%)</li><li>Managing bullying to improve from 42% in 2017 to 70% in 2021</li><li>**Parent Opinion Survey**</li></ul>School Pride and Confidence to improve from 64% in 2017 to 80% in 2021<ul><li>**Staff Opinion Survey**</li><li>To improve Trust in Students and Parents from 50% in 2017 to 80% in 2021</li><li> </li></ul> |

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| **Key Improvement Strategy 2.a**<br>Empowering students and building school pride | Embed the School Wide Positive Behaviour Program in line with the school values of Personal Best, Respect, Compassion, Team Work and Bouncing Back.<br>Revise SWPBS Matrix with students at the start of the 2018 School year<br>Weekly sessions using the Bounce Back program and SWPBS |
| **Key Improvement Strategy 2.b**<br>Empowering students and building school pride | Develop a school culture, which values attendance and high expectations.<br>Continue rewards and certificates to celebrate regular attendance<br>Develop ELP's for attendance with students with frequent absences<br>Teachers to inculcate high expectations in students through feedback and goal setting |
| **Key Improvement Strategy 2.c**<br>Empowering students and building school pride | Promote the use of student voice in curriculum planning and school leadership.<br>SRC and school Leaders develop and implement learning and social opportunities for students<br>Students regularly provide feedback to teachers about how they learn best and feedback loops monitor students' understanding |

# 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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| Improve student learning outcomes for all students in English and Mathematics | Yes | **Reading:**<br>To achieve 30% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**Writing:**<br>To achieve 25% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**Numeracy:**<br>To achieve 25% of students above the expected level in Mathematics (Number) by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**NAPLAN**<br>**Reading and Writing:**<br><br><ul><li>To achieve 33% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2020 and a demonstrated improvement trend on three-year aggregation of data.</li><li>To achieve 33% of Yr. 3 and Yr 5 students performing in the top two bands in NAPLAN reading and writing by 2020 and a demonstrated improvement trend on three-year aggregation of data.</li><li>**Numeracy**</li></ul> | Reading<br>To achieve 20% of students above the expected level for reading by 2019<br>To achieve 20% of students above the expected level for writing by 2019<br>to achieve 20% of students above the expected level for Mathematics (Number) by 2019<br>NAPLAN<br>Reading and Writing<br>To achieve 25% of students demonstrating high growth in Year 5 NAPLAN data<br>To achieve 25% of students in Yr 3 and Yr 5 achieving in the top two bands in NAPLAN in Reading and Writing.<br>To improve the percentage of students achieving high growth in Mathematics(Number) to 25% and a demonstrated improvement trend on three year aggregation of data. |

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| | | • To improve the percentage of students achieving high growth demonstrated by the year 5 NAPLAN to 33% and a demonstrated improvement trend on three-year aggregation of data.<br><br>To achieve 33% of students performing in the top two bands in NAPLAN Number by 2020 and a demonstrated improvement trend on three-year aggregation of data.<br>**Student survey data**<br>To improve effective Teacher time from 63% in 2017 to 80% in 2021<br>To improve differentiated and challenging learning from 67% in 2017 to 80% in 2021<br>**Staff Survey Data**<br>To improve Collective efficacy from 46.9% in 2017 to 80% in 2021<br>To improve Focus on Academic Emphasis from 46.9% in 2017 to 80% in 2021 | |
| Student Engagement and Well being Provide a high quality learning environment which engages all students in their learning. | Yes | • **Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum.**<br>• **Students Attitudes to School Survey:**<br>• To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%)<br><br>• To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%)<br>• Overall student connectedness to school expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%) | Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum<br>Students Attitudes to School Survey:<br>•To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%)<br>•To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%)<br>•Overall student connectedness to school expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%) |

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| | | <ul><li>Managing bullying to improve from 42% in 2017 to 70% in 2021</li><li>**Parent Opinion Survey**<br><br>School Pride and Confidence to improve from 64% in 2017 to 80% in 2021</li><li>**Staff Opinion Survey**</li><li>To improve Trust in Students and Parents from 50% in 2017 to 80% in 2021</li><li> </li></ul> | •Managing bullying to improve from 42% in 2017 to 70% in 2019<br>Staff Opinion Survey<br>•To improve Trust in Students and Parents from 50% in 2017 to 70% in 2019 |

| **Goal 1** | Improve student learning outcomes for all students in English and Mathematics | |
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| **12 Month Target 1.1** | Reading<br>To achieve 20% of students above the expected level for reading by 2019<br>To achieve 20% of students above the expected level for writing by 2019<br>to achieve 20% of students above the expected level for Mathematics (Number) by 2019<br>NAPLAN<br>Reading and Writing<br>To achieve 25% of students demonstrating high growth in Year 5 NAPLAN data<br>To achieve 25% of students in Yr 3 and Yr 5 achieving in the top two bands in NAPLAN in Reading and Writing.<br>To improve the percentage of students achieving high growth in Mathematics(Number) to 25% and a demonstrated improvement trend on three year aggregation of data. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1** | Build the capacity of all staff to use evidence-based targeted teaching across the school. | Yes |

| Building practice excellence | | |
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| **KIS 2**<br>Building practice excellence | Create, document and consistently implement agreed pedagogical practices and processes.<br>Embed shared learning intentions, success criteria and structured lessons for Literacy and numeracy using agreed models<br>Principal to review planning documents and complete classroom walks, coaching and feedback | No |
| **KIS 3**<br>Building practice excellence | Develop and implement a plan to ensure all teachers have the capability to utilise HITS to improve teaching and 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 2018 improvements in Literacy, especially Reading occurred due to the emphasis on evidence based targeted teaching, regular PLT focus and peer observations and feedback. With a focus on Literacy, our results in mathematics have shown a gradual decline over the past four years. We have been successful in our application to fund a Mathematics Leader in our school for 2019, 2020 and this will provide high level professional development, mentoring and training for staff. Mathematics will be an area of focus in our PLT sessions, along with a continuation of writing strategies. In 2019 we will continue to use explicit teaching based on data to move the students forward in reading. The past three year focus on Writing has shown some improvement in writing standards in the Year 3-6 classes, but slow progress with the students in the F-2 classroom. An emphasis on Phonemic awareness and phonics is needed in 2019 to build student confidence in writing independently. | |
| **Goal 2** | Student Engagement and Well being<br>Provide a high quality learning environment which engages all students in their learning. | |
| **12 Month Target 2.1** | Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum<br>Students Attitudes to School Survey:<br>•To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%)<br>•To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%)<br>•Overall student connectedness to school expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%)<br>•Managing bullying to improve from 42% in 2017 to 70% in 2019<br>Staff Opinion Survey<br>•To improve Trust in Students and Parents from 50% in 2017 to 70% in 2019 | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 1**<br>Empowering students and building school pride | Embed the School Wide Positive Behaviour Program in line with the school values of Personal Best, Respect, Compassion, Team Work and Bouncing Back.<br>Revise SWPBS Matrix with students at the start of the 2018 School year<br>Weekly sessions using the Bounce Back program and SWPBS | Yes |
| **KIS 2**<br>Empowering students and building school pride | Develop a school culture, which values attendance and high expectations.<br>Continue rewards and certificates to celebrate regular attendance<br>Develop ELP's for attendance with students with frequent absences<br>Teachers to inculcate high expectations in students through feedback and goal setting | Yes |
| **KIS 3**<br>Empowering students and building school pride | Promote the use of student voice in curriculum planning and school leadership.<br>SRC and school Leaders develop and implement learning and social opportunities for students<br>Students regularly provide feedback to teachers about how they learn best and feedback loops monitor students' understanding | 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 attendance levels in the Year 3-6 classroom with the exception of 2 students was in the 90 - 95% range, which is a significant improvement. Improved attendance has led to greater engagement and improved connectedness to school for students. Parent choice to keep students in the F-2 class at home for extended periods is something that continues to be an issue for our school. | |

# Define Actions, Outcomes and Activities

| Goal 1 | Improve student learning outcomes for all students in English and Mathematics |
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| **12 Month Target 1.1** | Reading<br>To achieve 20% of students above the expected level for reading by 2019<br>To achieve 20% of students above the expected level for writing by 2019<br>to achieve 20% of students above the expected level for Mathematics (Number) by 2019<br>NAPLAN<br>Reading and Writing<br>To achieve 25% of students demonstrating high growth in Year 5 NAPLAN data<br>To achieve 25% of students in Yr 3 and Yr 5 achieving in the top two bands in NAPLAN in Reading and Writing.<br>To improve the percentage of students achieving high growth in Mathematics(Number) to 25% and a demonstrated improvement trend on three year aggregation of data. |
| **KIS 1**<br>Building practice excellence | Build the capacity of all staff to use evidence-based targeted teaching across the school. |
| **Actions** | Mathematics:<br>*Train Mathematics leader in PMSS<br>* Facilitate a rigorous approach to weekly Mathematics planning<br>*Use assessments and data to track and monitor student progress<br>*Initiate professional learning with cluster schools to build staff capacity in evidenced based<br>English: Writing<br>*Implement the Six Traits of Writing<br>*Use Six traits as basis for peer observations<br>*Initiate professional learning with cluster schools to build staff capacity in evidence based teaching and learning<br>Data:<br>*Embed a whole school approach to the consistent use of data<br>*Introduce and train staff in the use of SPA as tool for tracking and monitoring learning growth<br>*Complete assessments, share data and follow up with goal setting and learning conversations with students<br>Goal setting and Feedback:<br>*Embed goal setting and feedback into English and Mathematics lessons on a regular basis.<br>*Incorporate student voice in the development and review of goals<br>*Use student/teacher developed rubrics and success criteria as a feedback tool |

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| **Outcomes** | Leaders will:<br>•        Attend relevant training<br>•        Support staff in collaborative planning<br>•        Lead staff in capacity building around the use of data<br>•        Lead weekly planning sessions<br>•        Model and disseminate common language<br>•        Provide professional learning around data literacy<br>•        Oversee the uploading and tracking of data across the school<br>•        Develop a whole school process for peer observations<br>Writing: Six Traits<br>•        Coordinate professional development in the use of the six traits of Writing in conjunction with cluster schools<br>•        Lead planning in the use of explicit teaching in the Six traits of Writing<br>Teachers will:<br>     Implement the FDPS instructional model in English and mathematics<br>•        Rigorously plan for the delivery of Mathematics and Writing lessons<br>•        Use data to determine teaching foci and to group students<br>•        Timetable regular Mathematics and Writing sessions<br>•        Use school wide curriculum based language<br>•        Participate in peer observations and feedback to improve practice<br>•        Participate in PLT sessions with cluster schools in the use of The Six Traits of Writing<br>•        Develop a writers tool box of worked examples to show students how to use the six traits of writing, plus 1<br>•        Continue to develop skills and competencies that assist students to set their own goals and to use co constructed assessment (student/teacher) to determine if goals have been achieved.<br>Students will<br>•        Be actively engaged in challenges in mathematics and writing sessions<br>•        Be able to articulate their learning goals and discuss ways to improve their skills and knowledge in Mathematics and Writing |
| **Success Indicators** | <br>•        Increased capacity and confidence of Mathematics leader<br>•        Up to date data is used at fortnightly planning sessions<br>•        Staff working together across classes to build skills and knowledge<br>•        Staff and students will be using Six Traits of Writing rubrics<br>•        Peer observation process consistently followed to build staff competency in the use of the Six Traits of Writing<br>•        Pre and post testing on units of work in Mathematics will be used to formulate differentiated instruction and explicit teaching activities. |

| | • Teachers planning goals based on student data and conversations<br>• Goal setting and feedback evident in classroom displays, student workbooks and through tools such as classroom websites.<br>• Improve attainment in NAPLAN data in the areas of Number and Algebra and Writing.<br>• Student portfolios will provide work sample evidence of student improvements<br>• SPA continuum will indicate student improvements in Mathematics and Writing |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| On Demand and MOI complete March and June<br>Training by Numeracy Leader<br>Resource classrooms with appropriate equipment and materials to run a comprehensive Mathematics Program | ☑ PLT Leaders | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $2,000.00<br><br>☑ Equity funding will be used |
| CRT days for planning in Mathematics for teaching teams led by Numeracy leader & Principal<br>Mathematics Leader actively engaging in PMSS initiative by providing relevant professional learning for staff<br>Collaborative fortnightly planning led by leaders with staff accessing and discussing up to date data.<br>Peer observation and feedback activities in the Six traits of Writing completed as per term schedule | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $2,000.00<br><br>☐ Equity funding will be used |
| **KIS 2**<br>Building practice excellence | Develop and implement a plan to ensure all teachers have the capability to utilise HITS to improve teaching and learning | | | |
| **Actions** | Extend the application of HITS to focus on Explicit teaching, multiple exposures and worked examples<br>Embed goal setting and feedback as a continuation of 2018 goals and actions<br>Participate in regular PLT training with cluster schools or in PLT sessions.<br>Teacher planning documents will be improved to include the above HITS strategies. | | | |

| Outcomes | Leaders will:<br>•     Provide working time in PLT sessions to focus on HITS and its application to writing and numeracy lesson planning<br>•     Work with teachers to assist in planning and modelling HITS in writing and numeracy<br>•     Work with teachers to design worked examples in the use of the Six traits of Writing, including anchor charts and rubrics<br>Teachers will:<br>•     Plan and implement lessons in writing and numeracy that incorporate HITS<br>•     Participate in cross classroom peer observation and feedback sessions to improve practice in writing and mathematics<br>•     Attend professional development sessions provided by the cluster, network or other providers to improve understanding of HITS<br>•     Develop annotated worked examples of writing with students to make explicit the purpose of the lesson and what is expected of the student<br>Students will:<br>•     Move with confidence from worked examples to independent practice<br>•     Will be engaged with learning tasks which provide multiple exposures and explicit teaching to support them in their area of need<br>•     Understand the learning goal and success criteria<br>•     Will respond to and give feedback about their learning and that of others. |
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| **Success Indicators** | •     Writing moderation using rubrics with students and staff will show progress and development<br>•     On Demand Mathematics and MOI data will inform students and staff of success<br>•     Peer observation and feedback reflection sheets.<br>•     Students will add to the writers notebook by including best practice models they have selected<br>•     Goal setting and feedback will be recorded and reviewed regularly using online platform(Year 3-6) or goal cards (for younger students) |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| --- | --- | --- | --- | --- |
| Numeracy Leader to attend 10 days of professional learning<br>Numeracy leader to model best practice in classrooms and develop assessment tasks and activities collaboratively with teaching teams | ☑ Numeracy Leader | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $1,000.00<br><br>☑ Equity funding will be used |

| Compile assessment overview and work sample files in PLT sessions<br>Develop writers toolbox | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $200.00<br><br>☑ Equity funding will be used |
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| Purchase Essential assessment in Numeracy<br>Spa Data package to track progress across all areas<br>Training for staff | ☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $1,000.00<br><br>☑ Equity funding will be used |

| **Goal 2** | Student Engagement and Well being<br>Provide a high quality learning environment which engages all students in their learning. |
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| **12 Month Target 2.1** | Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum<br>Students Attitudes to School Survey:<br>•To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%)<br>•To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%)<br>•Overall student connectedness to school expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%)<br>•Managing bullying to improve from 42% in 2017 to 70% in 2019<br>Staff Opinion Survey<br>•To improve Trust in Students and Parents from 50% in 2017 to 70% in 2019 |
| **KIS 1**<br>Empowering students and building school pride | Embed the School Wide Positive Behaviour Program in line with the school values of Personal Best, Respect, Compassion, Team Work and Bouncing Back.<br>Revise SWPBS Matrix with students at the start of the 2018 School year<br>Weekly sessions using the Bounce Back program and SWPBS |
| **Actions** | •        Apply for SWPBP training through NE Region to reinforce and refine our practice.<br>•        Include greater opportunities for student voice in the development of the SWPBP behaviour matrices.<br>•        Invite guest speakers who exemplify our school values of Personal Best, Bouncing Back, Compassion, Teamwork and Respect.<br>•        Timetable and conduct weekly sessions in Social & Emotional learning to develop problem solving skills, collaborative |

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| | learning and resilience<br>•       Professional Learning in Emotional Regulation conducted by OT, Lize Roos<br>•       Students develop a kids teaching kids project to demonstrate our school values / community forum to showcase student work<br>•       Students to work with CFA and other community groups to improve fire safety through a school ground project<br>•       Continue to prepare and serve meals, with students, for the Yea Rotary club<br>•       Reflect on learning activities through writing samples in local newspapers, the Flowerdale Flier and radio station. |
| **Outcomes** | Leaders will:<br>•       Work with community leaders in the CFA and other community members to develop a fire awareness project in the school grounds<br>•       Embed positive school wide behaviour in our school to enable all students to work in a safe, supportive and engaging environment<br>•       Regularly refer to school values and behaviour expectations in school assemblies and newsletters<br>•       Generate greater community awareness of the positive actions of students in our school.<br>•       Support teachers to create behaviour plans for some students in need<br>Teachers will:<br>•       Develop positive school wide behaviours with students<br>•       Refer to school wide behaviour charts and encourage positive behaviours through role modelling and acknowledgement of positive behaviours<br>•       Follow the SWPBS guidelines for student misbehaviour<br>•       Teach a regular SEL lesson on a weekly basis with assistance from the Chaplain<br>•       Engage students in the learning process through student voice and agency<br>Students will:<br>•       Be able to use the language of school values and positive behaviours<br>•       Provide feedback for self and others about school values through compliment bombs and shout outs at assemblies<br>•       Feel safe and engaged in learning at Flowerdale Primary School |
| **Success Indicators** | Improved attendance<br>Improved scores in Stimulating Learning Environment, School connectedness, Learning confidence<br>Improved scores in Managing bullying and reduced numbers of students recording bullying behaviours |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| TM 1 Curriculum day for Emotional regulation training Implement Emotional regulation in classrooms Ongoing observations and assistance from OT to help with student engagement in classroom activities New matrix displayed around the school including photos as examples TM 2 Participate in SWPBS training | ☑ Allied Health | ☑ PLP Priority | from: Term 1 | $1,000.00  ☐ Equity funding will be used |
| Student prepare mixed media presentations around our school values and present to the community Students to develop a virtual school tour to add to the school website. Student leaders help with photos and articles for the school newsletter | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 1 | $500.00  ☐ Equity funding will be used |

| KIS 2 Empowering students and building school pride | Develop a school culture, which values attendance and high expectations. Continue rewards and certificates to celebrate regular attendance Develop ELP's for attendance with students with frequent absences Teachers to inculcate high expectations in students through feedback and goal setting |
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| Actions | • Develop ELP's for students with low attendance and engage families in regular Student Parent Support groups to resolve issues and reinforce the importance of regular attendance • Engage students in developing awards and rewards for positive behaviours, timely and regular attendance. • Model high expectations for students through neat and attractive work spaces in all classrooms; regular displays of exemplary work and inclusion of student work in external newsletters, publications and community shows • Embed regular goal setting and feedback built into all areas of the curriculum incorporating our school value of personal best • Engage with families through school newsletters, Flexibuzz and through the use of See Saw |
| Outcomes | Leaders will: • Provide time for Business Manager to follow up on attendances • Refer regularly to attendance in school newsletters and at assemblies • Plan family activities to encourage greater participation in school events, such as the Whole School sleep Over • Work with teachers to develop ELPs to foster high expectations and goal setting |

| | Teachers will:<br>• Converse with parents in informal and formal settings to encourage and support high expectations for all students<br>• Refer students with special needs or concerns to the Principal, to allow for referrals to special services if required<br>• Regularly design learning goals with students and give feedback<br>• Regularly mark the roll and send to the office so the attendance officer can ring parents of absent students<br>Students will:<br>• Receive certificates and points for regular attendance<br>• Acknowledge improvements in learning through feedback conversations and joint goal setting with teachers<br>Show improved pride in personal best work through book work and displays. |
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| **Success Indicators** | Improved attendance data<br>Feedback from parents given via See saw<br>Greater numbers of parents attending school events<br>Improvement in learning confidence and high expectations for students across the curriculum<br>Improved parent awareness of the strengths and skills of their children<br>Improved parent engagement with the school |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Training for business manager in the use of flexi buzz for attendance<br>Use See Saw as a feedback tool<br>Student participation in decision making around newsletters, extra activities and whole school projects | ☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $200.00<br><br>☐ Equity funding will be used |
| Peer observations and feedback processes are underway with CRT replacement to ensure regular participation. | ☑ All Staff | ☑ PLP Priority | from: Term 2 to: Term 4 | $1,000.00 |

| | | | | | ☐ Equity funding will be used |
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| **KIS 3**<br>Empowering students and building school pride | Promote the use of student voice in curriculum planning and school leadership.<br>SRC and school Leaders develop and implement learning and social opportunities for students<br>Students regularly provide feedback to teachers about how they learn best and feedback loops monitor students' understanding |
|---|---|
| **Actions** | •        Invite student participation in leadership programs and workshops, such as Vic SRC<br>•        Co design learning opportunities which incorporate student interests through inquiry projects.<br>•        Refine the use of portfolios as an assessment and feedback tool.<br>•        Provide opportunities for students to give feedback on teaching through exit tickets, traffic lights to indicate if the student has grasped the task or not, or needs assistance etc<br>•        Meet with SRC to work with other students to develop activities to engage all students<br>•        Develop grounds projects within the school (gaga pit), orchard, fairy garden |
| **Outcomes** | Leaders will:<br>•        Provide opportunities in SRC and small groups to participate in decision making around some school tasks and projects<br>•        Apply for school and community grants to support projects developed with student assistance<br>Teachers will:<br>•        Lead inquiry learning projects that incorporate student questions and research tasks<br>•        Build more positive relationships with students by involving them in the learning process and improve student engagement<br>•        Encourage student participation in the learning and assessment process<br>Students will:<br>•        Feel more connected to their class and school<br>•        Improve their learning confidence and sense of inclusion<br>•        School Community:<br>•        The school community will become more involved in tasks initiated by their children |
| **Success Indicators** | Improved student data on Student Surveys, Stimulating Learning, School Connectedness, High Expectations<br>Improved number of parents involved in school programs<br>Improved student attendance<br>Increase in Parent Trust in Staff Opinion survey |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Students plan, develop and implement a grounds project | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 3 | $2,000.00 <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 | $4,200.00 | 0.00 |
| Additional Equity funding | $10,000.00 | $10,000.00 |
| **Grand Total** | $14,200.00 | $10,000.00 |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| On Demand and MOI complete March and June Training by Numeracy Leader<br>Resource classrooms with appropriate equipment and materials to run a comprehensive Mathematics Program | from:<br>Term 1<br>to:<br>Term 2 | ☑ Teaching and learning programs and resources<br>☑ CRT | $2,000.00 | $2,000.00 |
| Numeracy Leader to attend 10 days of professional learning<br>Numeracy leader to model best practice in classrooms and develop assessment tasks and activities collaboratively with teaching teams | from:<br>Term 1<br>to:<br>Term 4 | | $1,000.00 | |
| Compile assessment overview and work sample files in PLT sessions<br>Develop writers toolbox | from:<br>Term 1<br>to:<br>Term 2 | | $200.00 | |

| Purchase Essential assessment in Numeracy Spa Data package to track progress across all areas Training for staff | from: Term 1 to: Term 4 | | $1,000.00 | |
|---|---|---|---|---|
| **Totals** | | | $4,200.00 | |

## Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| To support Chaplaincy / Music Program | from: Term 1 to: Term 4 | ☑ School-based staffing | $5,000.00 | $5,000.00 |
| Occupational therapy / Building Blocks | from: Term 1 to: Term 4 | ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services | $5,000.00 | $5,000.00 |
| **Totals** | | | $10,000.00 | $10,000.00 |

# Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|---|---|---|---|---|
| On Demand and MOI complete March and June Training by Numeracy Leader Resource classrooms with appropriate equipment and materials to run a comprehensive Mathematics Program | ☑ PLT Leaders | from: Term 1 to: Term 2 | ☑ Planning ☑ Preparation ☑ Design of formative assessments | ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting | ☑ Internal staff ☑ Maths/Sci Specialist | ☑ On-site |
| CRT days for planning in Mathematics for teaching teams led by Numeracy leader & Principal Mathematics Leader actively engaging in PMSS initiative by providing relevant professional learning for staff Collaborative fortnightly planning led by leaders with staff accessing and discussing up to date data. Peer observation and feedback activities in the Six traits of Writing completed as per term schedule | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation ☑ Curriculum development | ☑ Whole School Pupil Free Day ☑ Professional Practice Day | ☑ PLC Initiative ☑ Maths/Sci Specialist | ☑ On-site |
| Numeracy Leader to attend 10 days of professional learning | ☑ Numeracy Leader | from: Term 1 | ☑ Planning ☑ Preparation | ☑ Network Professional Learning | ☑ Primary Mathematics and Science specialists | ☑ Off-site Mathematics Specialist |

| | | | | | | |
|---|---|---|---|---|---|---|
| Numeracy leader to model best practice in classrooms and develop assessment tasks and activities collaboratively with teaching teams | | to: Term 4 | ☑ Design of formative assessments | | | Training Education Department |
| Compile assessment overview and work sample files in PLT sessions Develop writers toolbox | ☑ All Staff | from: Term 1 to: Term 2 | ☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning | ☑ Professional Practice Day | ☑ Literacy Leaders | ☑ On-site |
| Purchase Essential assessment in Numeracy Spa Data package to track progress across all areas Training for staff | ☑ Principal | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning | ☑ PLC/PLT Meeting | ☑ Primary Mathematics and Science specialists | ☑ On-site |
| TM 1 Curriculum day for Emotional regulation training Implement Emotional regulation in classrooms Ongoing observations and assistance from OT to help with student engagement in classroom activities New matrix displayed around the school including photos as examples TM 2 Participate in SWPBS training | ☑ Allied Health | from: Term 1 | ☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised Reflection | ☑ Whole School Pupil Free Day | ☑ External consultants Lize Roos. OT | ☑ On-site |
| Training for business manager in the use of flexi buzz for attendance | ☑ Teacher(s) | from: Term 1 | ☑ Peer observation including feedback and reflection | ☑ PLC/PLT Meeting | ☑ Internal staff | ☑ On-site |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Use See Saw as a feedback tool<br>Student participation in decision making around newsletters, extra activities and whole school projects | | to:<br>Term 4 | ☑ Individualised Reflection<br><br>☑ Student voice, including input and feedback | | | | |
| Peer observations and feedback processes are underway with CRT replacement to ensure regular participation. | ☑ All Staff | from:<br>Term 2<br>to:<br>Term 4 | ☑ Peer observation including feedback and reflection<br>☑ Individualised Reflection<br><br>☑ Demonstration lessons | ☑ PLC/PLT Meeting | ☑ Internal staff | ☑ On-site |