

2019 Annual Implementation Plan

for improving student outcomes

Simpson Primary School (4895)



Submitted for review by Andrea Taylor (School Principal) on 03 January, 2019 at 02:46 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 07 January, 2019 at 08:46 AM
Endorsed by Willem Van Eck (School Council President) on 31 January, 2019 at 04:53 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	Our school has developed a culture of seeing feedback as an opportunity for growth. Knowing that we are all accountable for student learning outcomes has seen all staff engage in PLC work with renewed vigour wanting to grow and develop as effective teachers who know their impact. Our renewed whole school AIP focus areas has strong buy in by staff but our progress is still just beginning. Our students have really only just begun to be held accountable for their learning goals and work still needs to happen around high expectations for all learners and goal setting
Considerations for 2019	Continued growth in all areas started in 2018 must be held as we need to embed the elements of our instructional model, SWPB framework and our workings as a PLC. We have a definite need for staff and students to have a greater understanding of how learning intentions relate to the success criteria and how these can be used by students for goals and link to proficiency scales. Improving the quality of feed back through use of F.A.S.T. framework and other Hattie strategies will be one focus for PD
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Achievement: To improve student outcomes across the curriculum with a particular focus on literacy and numeracy.
Target 1.1	<p>Target:</p> <ul style="list-style-type: none"> • <i>All students will achieve a growth rate of 1.0 each year on the Victorian Curriculum.</i> • 95% of students will achieve medium-high Relative Growth in reading, writing & numeracy in NAPLAN. <p><i>Currently Reading 85%, Writing 69%, Numeracy 92%</i></p> <p>Theory of action: A whole school commitment to teaching and learning with a common instructional model and consistent use of data will maximize student learning opportunities</p>
Key Improvement Strategy 1.a Building practice excellence	Continue to embed our instructional model for reading which includes essential non-negotiables, timing and high impact strategies
Key Improvement Strategy 1.b Building practice excellence	Strengthen the PLC framework to ensure greater collaboration across the school. Including building the capacity of leadership through growth coaching, middle leadership PD & network CoP participation
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Improve students knowledge, use and application of proficiency scales to set goals and targets for growth (-through use of learning intentions, success criteria & feedback)
Key Improvement Strategy 1.d Building practice excellence	Implement mentoring, peer observation, feedback and practice analysis that focuses directly on building teacher capacity to deliver an effective literacy program focusing on key literacy areas reading and writing
Goal 2	Engagement: To empower students to become independent and confident in their own learning.

Target 2.1	<ul style="list-style-type: none"> • <i>The Teaching & Learning variables: Learning Confidence, School Connectedness & Stimulating Learning to reach state average of 4.1, 4.4 & 4.1.</i> <p>Currently 3.7, 3.7 & 3.8</p> <p><i>Theory of action: Students will feel greater confidence and connection to school if they are more involved in decisions on their learning</i></p>
Target 2.2	<p>All students will be aware and use proficiency scale information to inform their next point of learning need and set individual learning goals</p> <p>All departments will have proficiency scale documents for key learning areas reading, writing and numeracy developed collaboratively during PLC meetings</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Students will set learning goals and track their progress through the use of proficiency scales shared with their teachers
Goal 3	Wellbeing: To support an inclusive school environment which is characterized by good relationships and effective student management.
Target 3.1	Targets

	<ul style="list-style-type: none"> • <i>Student relationships variables: Classroom behaviours, connectedness to peers & student safety to approximate State averages 3.4, 4.3 &4.4</i> <p>Currently 2.7, 3.8 & 3.6</p> <p>Theory of action:</p> <p>student Survey data shows that student well being is below the State average.</p> <p>To assist in the preparation of global citizens;</p> <p>students need to develop strategies to build strong and diverse relationships</p>
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Continue to develop a school wide positive climate which aligns with teachers, students and parents values and beliefs</p>
<p>Key Improvement Strategy 3.b Vision, values and culture</p>	<p>Create a culture of high expectations</p>
<p>Key Improvement Strategy 3.c Empowering students and building school pride</p>	<p>Review and elaborate on SWPB framework rewards and recognition processes to including how we celebrate appropriate behaviours across the school</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Achievement: To improve student outcomes across the curriculum with a particular focus on literacy and numeracy.</p>	<p>Yes</p>	<p>Target:</p> <ul style="list-style-type: none"> • <i>All students will achieve a growth rate of 1.0 each year on the Victorian Curriculum.</i> • 95% of students will achieve medium-high Relative Growth in reading, writing & numeracy in NAPLAN. <p><i>Currently Reading 85%, Writing 69%, Numeracy 92%</i></p> <p>Theory of action: A whole school commitment to teaching and learning with a common instructional model and consistent use of data will maximize student learning opportunities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students will achieve a growth rate of 1.0 each year</p> <p>In NAPLAN reading targets: Top 2 bands 50% students, Bottom 2 bands 10% students and 90% students with medium to high growth in reading</p> <p>In SSS collective efficacy target of 85% (2018 result was 78%)</p> <p>In SSS academic emphasis target of 75% (2018 result was 73%)</p> <p>In SATSS maintain 100% stimulated learning and 100% self regulation and goal setting achievements</p>
<p>Engagement: To empower students to become independent and confident in their own learning.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • <i>The Teaching & Learning variables: Learning Confidence, School Connectedness & Stimulating Learning to reach state average of 4.1, 4.4 & 4.1.</i> <p><i>Currently 3.7, 3.7 & 3.8</i></p>	<p>Theory of action: Students will become assessment capable learners with greater capacity to drive their learning through the use of goals and proficiency scales</p> <p>SATSS target: Self-regulation and Goal setting maintained at 100%</p>

		<p><i>Theory of action: Students will feel greater confidence and connection to school if they are more involved in decisions on their learning</i></p>	SATSS target: Effort 100% (2018 is at 95%)
		<p>All students will be aware and use proficiency scale information to inform their next point of learning need and set individual learning goals</p> <p>All departments will have proficiency scale documents for key learning areas reading, writing and numeracy developed collaboratively during PLC meetings</p>	<p>Student learning profiles include goals for all key learning areas shared at student led interviews</p> <p>Staff develop and review proficiency documents in literacy and numeracy areas</p>
Wellbeing: To support an inclusive school environment which is characterized by good relationships and effective student management.	Yes	<p>Targets</p> <ul style="list-style-type: none"> • <i>Student relationships variables: Classroom behaviours, connectedness to peers & student safety to approximate State averages 3.4, 4.3 &4.4</i> <p>Currently 2.7, 3.8 & 3.6</p> <p>Theory of action:</p> <p>student Survey data shows that student well being is below the State average.</p> <p>To assist in the preparation of global citizens;</p>	<p>Targets:</p> <p>Improved results in teacher concern for SATS to 95%</p> <p>Current 2018 SATS: 92%- My teacher cares about how I am feeling 92%, My teacher seems to know if something is bothering me 88%, I can talk to my teacher if something is worrying me 96%</p> <p>Improved results for classroom behaviour to 95%</p> <p>Current 2018 SATS: 89%- Students at this school treat teachers with respect 85%, Students at this school treat each other with respect 73%</p>

		students need to develop strategies to build strong and diverse relationships	Improve cultural leadership rating in SSS to 95% Current 2018 SSS 89%
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Goal 1	Achievement: To improve student outcomes across the curriculum with a particular focus on literacy and numeracy.	
12 Month Target 1.1	<p>All students will achieve a growth rate of 1.0 each year</p> <p>In NAPLAN reading targets: Top 2 bands 50% students, Bottom 2 bands 10% students and 90% students with medium to high growth in reading</p> <p>In SSS collective efficacy target of 85% (2018 result was 78%)</p> <p>In SSS academic emphasis target of 75% (2018 result was 73%)</p> <p>In SATSS maintain 100% stimulated learning and 100% self regulation and goal setting achievements</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to embed our instructional model for reading which includes essential non-negotiables, timing and high impact strategies	Yes
KIS 2 Building practice excellence	Strengthen the PLC framework to ensure greater collaboration across the school. Including building the capacity of leadership through growth coaching, middle leadership PD & network CoP participation	Yes
KIS 3 Evidence-based high-impact teaching strategies	Improve students knowledge, use and application of proficiency scales to set goals and targets for growth (-through use of learning intentions, success criteria & feedback)	Yes

KIS 4 Building practice excellence	Implement mentoring, peer observation, feedback and practice analysis that focuses directly on building teacher capacity to deliver an effective literacy program focusing on key literacy areas reading and writing	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.	<p>Support for instructional change across P-6 is strong and next requires time for whole school PLC learning in regard to explicit teaching strategies, worked examples.</p> <p>Further refinement of staff ability to linking curriculum achievement statements to proficiency scales in 'kid-friendly' language will be necessary. Moderation and common assessment processes will be on the agenda for 2019.</p> <p>Exploration of options to provide high level explicit teaching in the P-2 area will need to be looked at with our year 3 NAPLAN results being consistently lower than ideal. The four year trend has finally shown an improvement for the first time in five years we have made a gain in Yr 3 reading. We went up by 9 points to 391 after losing 61 points over the four prior years. We are still 57 points off State average.</p> <p>Our recent reading survey of students showed that they were not yet seeing the connection between goals and future improvement. When we asked what would help you get better at reading only 1/7 child talked about their goal while the others saw going up levels as being the focus of their success as a reader. This tells us we need to be more explicit with goals and gain/success criteria. HITs will be used for PD to upskill teachers in Goal setting and links to explicit assessment & success criteria.</p> <p>Staff opinion survey showed collective efficacy as a lower sub-score with staff not feeling they have the necessary skills, expertise and resources being identified with 6% negative. PD that makes direct link student outcomes and teacher behaviour such as 'Visible learning' will support newer staff see their impact. PLC's focus on moderation and curriculum content knowledge will also need to be a priority as we work on teacher clarity (effect size .75) building the knowledge base together</p>	
Goal 2	Engagement: To empower students to become independent and confident in their own learning.	
12 Month Target 2.1	<p>Theory of action: Students will become assessment capable learners with greater capacity to drive their learning through the use of goals and proficiency scales</p> <p>SATSS target: Self-regulation and Goal setting maintained at 100%</p> <p>SATSS target: Effort 100% (2018 is at 95%)</p>	
12 Month Target 2.2	<p>Student learning profiles include goals for all key learning areas shared at student led interviews</p> <p>Staff develop and review proficiency documents in literacy and numeracy areas</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	Students will set learning goals and track their progress through the use of proficiency scales shared with their teachers	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.	<p>Our recent reading survey of students showed that they were not yet seeing the connection between goals and future improvement. When we asked what would help you get better at reading only 1/7 child talked about their goal while the others saw going up levels as being the focus of their success as a reader. This tells us we need to be more explicit with goals and gain/success criteria. HITS will be used for PD to upskill teachers in Goal setting and links to explicit assessment & success criteria.</p> <p>PLC work is essential to our collective success and staff are fully committed to whole team growth. Our next focus on feedback to progressively close the gap between present and desired performance will continue to drive our PLC focus. Professional learning around feedback being FAST : FAIR, ACCURATE, SPECIFIC & TIMELY will be a focus for instructional visits and teacher fine-tuning. Using HITS audit to shape the areas of focus has enabled teacher skills to be developed in areas most required. Feedback confidence has grown significantly with the framework of 2 stars and a wonder being used to base the after visit discussion around.</p> <p>Growth in staff knowledge and use of HITS is evident when we look at the staff HITS survey but there is still the need to work beyond embedding looking towards excelling. This will be the PLC team focus as we work through audit results. Proficiency scales that flip directly to 'kid friendly' goals and success criteria will continue to be a priority for development within our PLC's.</p>	
Goal 3	Wellbeing: To support an inclusive school environment which is characterized by good relationships and effective student management.	
12 Month Target 3.1	Targets: Improved results in teacher concern for SATS to 95% Current 2018 SATS: 92%- My teacher cares about how I am feeling 92%, My teacher seems to know if something is bothering me 88%, I can talk to my teacher if something is worrying me 96% Improved results for classroom behaviour to 95% Current 2018 SATS: 89%- Students at this school treat teachers with respect 85%, Students at this school treat each other with respect 73%	

	Improve cultural leadership rating in SSS to 95% Current 2018 SSS 89%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Continue to develop a school wide positive climate which aligns with teachers, students and parents values and beliefs	Yes
KIS 2 Vision, values and culture	Create a culture of high expectations	Yes
KIS 3 Empowering students and building school pride	Review and elaborate on SWPB framework rewards and recognition processes to including how we celebrate appropriate behaviours across the school	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The journey has only just begun. Culture and values take time to embed and as such we must hold these KIS during 2019. Training opportunities for new staff members will need to be sourced. Inclusion of SWPB framework and scripts will be necessary in the staff handbook.</p> <p>Logo and awards will need to be professionally upgraded to ensure signage and publicity of what we are doing is available for the community.</p> <p>Review the frequency and understanding of positive affirmation for students across the school.</p> <p>Looking into supports for students who are repeatedly named in audits for negative behaviours will need to focus 2019 further development.</p>	

Define Actions, Outcomes and Activities

Goal 1	Achievement: To improve student outcomes across the curriculum with a particular focus on literacy and numeracy.
12 Month Target 1.1	<p>All students will achieve a growth rate of 1.0 each year</p> <p>In NAPLAN reading targets: Top 2 bands 50% students, Bottom 2 bands 10% students and 90% students with medium to high growth in reading</p> <p>In SSS collective efficacy target of 85% (2018 result was 78%)</p> <p>In SSS academic emphasis target of 75% (2018 result was 73%)</p> <p>In SATSS maintain 100% stimulated learning and 100% self regulation and goal setting achievements</p>
KIS 1 Building practice excellence	Continue to embed our instructional model for reading which includes essential non-negotiables, timing and high impact strategies
Actions	<p>Workforce Planning</p> <p>Review current workforce with a view to ensure instructional leadership</p> <p>Strategic Resource Management</p> <p>Ensure a strong line of sight between AIP & PDP's for all staff</p> <p>Professional Learning</p> <p>Design a professional learning plan that aims to:</p> <p>Develop teacher capacity to connect student assessment with learning behaviour to evaluate and modify their teaching practice using a reflective cycle of planning, teaching and assessment using evidence-based strategies.</p> <p>Continue to review high quality literature and DET supports on the Literacy Toolbox to ensure all teachers know their impact in reading</p> <p>Ensure instructional visits focus on instructional model components</p> <p>Ensure professional learning supports the development of elements within the HITS in particular structuring lessons and explicit teaching</p> <p>Enable staff to build their capacity in explicit teaching of phonics</p> <p>Monitor using the improvement cycle</p>

Outcomes	<p>This strategy will be demonstrated by:</p> <p>Student engagement in the reading process will be visible</p> <p>Students will be supported by consistent reading instruction across the school</p> <p>Teachers will focus on key elements of instructional model during planning</p> <p>All classes will have visible learning intentions, success criteria and support charts to anchor student learning</p> <p>Greater whole school focus on data to support understanding of student point of need will be seen during planning</p> <p>Infant department students will know how to de-code</p>			
Success Indicators	<p>Full reading scope and sequence will be developed across the school</p> <p>Student growth will be monitored beyond classrooms across the school</p> <p>Teacher knowledge of HITS will continue to show growth</p> <p>Teacher data literacy will be improved</p> <p>Infant staff trained in Sound Write synthetic phonics instruction method</p> <p>Staff member trained to support learning difficulties</p> <p>Staff trained in Understanding Poverty</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Developing assessment capable visible learners PD</p> <p>ACEL professional learning time table (yet to be released)</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Continue to train staff in explicit teaching of Sounds Write in the infant department</p> <p>Term 1 PD undertaken by early years team members</p>	<p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Professional development to support inclusion and diversity including Understanding Poverty</p> <p>29th January</p>	<p><input checked="" type="checkbox"/> Education Support</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Sounds Write program will be undertaken in infant class	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Staff PDP's developed with a clear line of sight to the AIP targets	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Strengthen the PLC framework to ensure greater collaboration across the school. Including building the capacity of leadership through growth coaching, middle leadership PD & network CoP participation			
Actions	<p>Workforce planning Ensure support exists for all members of staff to collaborate Strategic Resource management Align meeting structures and dates to maximise collaboration Professional Learning Design a professional learning plan that enables: All staff are engaged in professional learning within a professional learning community where their inquiry drives learning related to school identified goals and is guided through a continuous improvement cycle. Continued focus on Problem of Practice students and curriculum areas...each term new focus students identified Develop teacher capacity to connect student assessment with learning behaviour to evaluate and modify their teaching practice using a reflective cycle of planning, teaching and assessment using evidence-based strategies. Use assessment measures to regularly moderate as a PLC student growth and set goals Ensure PD is directly linked to student outcomes and teacher behaviours that are most effective Using HITs audit to shape the areas of focus has enabled teacher skills to be developed in areas most required...each semester audit undertaken Learning Sprints will be undertaken to ensure whole school has time to work through the inquiry cycle with new elements...PLC work throughout year Working with the PLC coach to set protocols for PLC Monitor using improvement cycle</p>			

Outcomes	Collective efficacy will improve Time to talk about students with the focus on the 4 key PLC questions will be ensured Staff will have higher skills in feed back delivery and receipt Students will understand the use of feed back to drive their next point of learning Documented learning sprints will occur			
Success Indicators	Feed back from staff to staff, staff to student, student to staff and student to student will be common across the school PLC's will ensure all students learning is the focus of all staff collectively Resources such as curriculum frameworks, scope and sequence and proficiency scales will be developed and used across the school Documented learning sprints will show collective growth of staff knowledge			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Work with regional PLC coach to develop protocols and PLC behaviours	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Review and modify assessment measures in line with PLC learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Professional learning within PLC's will be aligned with feedback gained through peer observation	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Evidence-based high-impact teaching strategies	Improve students knowledge, use and application of proficiency scales to set goals and targets for growth (-through use of learning intentions, success criteria & feedback)			

Actions	<p>Strategic Resource Management Ensure budgets are available to support individual student goal development Professional learning Align PD to enable teacher capacity to improve in the following areas Deepen teacher understanding of HITS- goal setting *staff PD undertaken using 'Developing Assessment capable Visible Learners'... semester 1 *Undertake professional learning of elements within the HITS in particular structuring lessons and explicit teaching, feed back and questioning...built into PLC inquiry based learning sprints * Professional learning will be undertaken in assessment and moderation... term 2 Problem of practice focus at P-6 meetings...all year *Growth coaching training to support reflection and target analysis Student learning outcomes Develop assessment capable learners Students evaluate and reflect on their learning behaviours *goal setting established as part of 'learning to learn' start of year process</p>			
Outcomes	<p>Students will be able to articulate where they are in their learning, what is next for them and what they will work on to achieve their goal Students will link learning intention to strategies within a task that can be applied to multiple similar and potentially new situations to support their learning Students will understand what success looks like and know when they have achieved this Teachers will work with students on individual goals Proficiency scales will be developed in 'kid friendly' terminology</p>			
Success Indicators	<p>Teachers and students will use data and evidence to know when goals are achieved and set next point of learning Student led interviews will share learning with families Learning Intentions & success criteria will be available during all learning sessions Problem of practice whole school focus will be documented</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
HITS professional learning focus at all meeting	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Learning intentions linked to success criteria will be developed in every classroom Learning intentions pads will be used in all classrooms to record the learning undertaken	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Growth Coaching Training	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	Implement mentoring, peer observation, feedback and practice analysis that focuses directly on building teacher capacity to deliver an effective literacy program focusing on key literacy areas reading and writing			
Actions	Strategic Resource management Peer Observation feedback and analysis will built into weekly meeting structure time to implement and review the current sprint cycle for PLC Ensure the PD budget is sufficient to provide the time for staff to engage in the observations in this case Principal release time is made available to support process Review and consider the addition of learning technology support for classroom observations eg: SWIVL technology Monitor using improvement cycle			
Outcomes	Evidence of whole school use of instructional model will be seen by anyone observing classes across the school Teachers will be active participants in reviewing and developing teacher practice across the school Students will provide feedback around learning to staff and each other eg: they will know Learning intentions and success criteria			
Success Indicators	Staff will have undertaken a minimum of 4 instructional observations throughout the year Learning sprints will be documented in PLC minutes			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Instructional visits undertaken each term	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning sprints will ensure an inquiry cycle is undertaken by all staff as part of the Literacy learning process lead by our literacy leader with a focus on reading instruction	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Engagement: To empower students to become independent and confident in their own learning.			
12 Month Target 2.1	<p>Theory of action: Students will become assessment capable learners with greater capacity to drive their learning through the use of goals and proficiency scales</p> <p>SATSS target: Self-regulation and Goal setting maintained at 100%</p> <p>SATSS target: Effort 100% (2018 is at 95%)</p>			
12 Month Target 2.2	<p>Student learning profiles include goals for all key learning areas shared at student led interviews</p> <p>Staff develop and review proficiency documents in literacy and numeracy areas</p>			
KIS 1 Empowering students and building school pride	Students will set learning goals and track their progress through the use of proficiency scales shared with their teachers			
Actions	<p>Student learning actions</p> <p>Create 'kid friendly' proficiency</p> <p>*major documentation work element for PLC's across term 1-2-3 and refined in term 4</p> <p>Explicitly teach students how to set goals, track progress and re-set targets through professional learning in 'Developing Assessment-Capable Visible Learners'</p> <p>*goal setting as part of 'learning to learn' at start of year</p> <p>Empower ALL students to realize their full potential</p>			

	*growth mind-set activities throughout the year with a real focus on resilience and working with 'grit'			
Outcomes	<p>Students will meet the criteria of being 'Visible learning students'</p> <p>Student will understand their role and responsibility in guiding their learning</p> <p>Teachers will use feed back to create opportunities for growth</p> <p>All community members will be aware of goals being worked towards</p> <p>Data will drive goals being set across the school</p>			
Success Indicators	<p>Tracking and growth of student learning will be monitored and evident</p> <p>Proficiency scales will be in place and used by all students</p> <p>Learner confidence in ATSS will hold at 100%</p> <p>Student lead interviews will enable students to share their learning journey with their parents</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reading proficiencies developed and trialed with students	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$250.00 <input type="checkbox"/> Equity funding will be used
Goal setting and success criteria will be aligned by students so they know when they have been successful	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Wellbeing: To support an inclusive school environment which is characterized by good relationships and effective student management.			
12 Month Target 3.1	<p>Targets:</p> <p>Improved results in teacher concern for SATS to 95%</p>			

	<p>Current 2018 SATS: 92%- My teacher cares about how I am feeling 92%, My teacher seems to know if something is bothering me 88%, I can talk to my teacher if something is worrying me 96%</p> <p>Improved results for classroom behaviour to 95%</p> <p>Current 2018 SATS: 89%- Students at this school treat teachers with respect 85%, Students at this school treat each other with respect 73%</p> <p>Improve cultural leadership rating in SSS to 95% Current 2018 SSS 89%</p>
KIS 1 Setting expectations and promoting inclusion	Continue to develop a school wide positive climate which aligns with teachers, students and parents values and beliefs
Actions	<p>Strategic resource management</p> <p>Ensure budgets and time are allocated to enable staff to:</p> <p>The school establishes a positive culture through the development of school wide common values, vision and beliefs which is shared by teachers, students, parents and the broader community</p> <p>*growth mindset activities incorporated into assemblies as focus</p> <p>Develop explicit expectations to ensure minimization of disruptive behaviour through developing student's social and cognitive skills</p> <p>*SWPB activities and framework reviewed by all school community members term 1</p> <p>*SWPB framework explicit teaching elements throughout term 1 & 2</p> <p>*audit of SWPB understanding at end of semester</p> <p>Develop and implement effective practices which allow students to take an active role in promoting safety and in reducing inappropriate behaviours</p> <p>Develop and refine tracking systems around student behaviours and minimise risks of student disengagement</p>
Outcomes	<p>Behaviour data will be used to set targets and a proactive approach will ensure that we are not responding to issues but acting to prevent them in the first place</p> <p>Teachers will become tuned into the needs and concerns of students within their grade and across the school</p> <p>Staff will develop effective and efficient systems to collect, monitor and analyse data</p> <p>Social and emotional health are taught explicitly and integrated across the curriculum.</p>
Success Indicators	<p>Visible support material around the school for SWPB</p> <p>Student success celebrated at assemblies, in newsletter and on web page</p>

	Students make use of strategies taught to align their actions to our SWPB frame work eg: W.A.R.M. incident restorative approach (What happened? Affect, Repair, Move forward)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and modify, if necessary, our C.A.R.E. matrix for student ownership with new co-hort as part of Learning to Learn start of year	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Establish student leadership team and induct them in SWPB strategies and support statements "At our school..."	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00 <input type="checkbox"/> Equity funding will be used
Student behaviour data tracking system development and use	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Vision, values and culture	Create a culture of high expectations			
Actions	Strategic resource management Ensure resourcing is available for the school to establish a positive culture through the development of school wide common values, vision and beliefs which is shared by teachers, students, parents and the broader community including communication tools such as the web site and newsletters Professional development Continue to develop school wide expectations linked to the culture of the school Students monitor and evaluate their learning goals through formal and informal data collection Student learning outcomes Build the capacity of students to self-regulate their behaviour and maximise their learning time			

	<p>Students set aspirational learning goals against the explicit school wide expectations</p> <p>Students set high expectations for themselves and their peers and support each other to reach these high expectations</p>			
Outcomes	<p>All community members will identify with and have a sense of belonging and connectedness to our school</p> <p>Learning will be the focus, with growth always at the center</p> <p>The giving and receiving of feed back will be expected behaviour across the school community</p>			
Success Indicators	<p>A culture that aligns with 'At Simpson Primary School we C.A.R.E.' We show consideration, acceptance, respect and engagement will be evident</p> <p>Classroom behaviour in ATSS data will increase to 95% (currently 89%)</p> <p>Feed back will be seen as an opportunity for growth to move from current position to the next desired level academically and socially</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning goal development for all students: Reading, writing, numeracy and social goals established and monitored each learning cycle	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Growth Mindset tasks and prompts developed and used by all staff across the school. Purchase resources for library topic specific	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Review and elaborate on SWPB framework rewards and recognition processes to including how we celebrate appropriate behaviours across the school			
Actions	<p>Strategic Resource management</p> <p>Allocate sufficient resources to ensure recognition process is possible</p> <p>Professional learning</p> <p>Work with SWPB coach to undertake audit of positive responses including instant and long term recognition processes</p>			

Outcomes	Staff will have a clear consistent understanding of behaviour expectations Students will have 6:1 feedback Process for rewards and recognition will be clearly understood by students			
Success Indicators	Gotcha cards in use across the school Reward system formalized and documented			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Gotcha cards developed and implemented	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00 <input type="checkbox"/> Equity funding will be used
Awards process documented and in use	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$8,800.00	\$6,800.00
Additional Equity funding	\$4,300.00	\$3,800.00
Grand Total	\$13,100.00	\$10,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Developing assessment capable visible learners PD ACEL professional learning time table (yet to be released)	from: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$3,000.00
Continue to train staff in explicit teaching of Sounds Write in the infant department Term 1 PD undertaken by early years team members	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$2,000.00	\$2,000.00
Professional development to support inclusion and diversity including Understanding Poverty 29th January	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00
Growth Coaching Training	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$800.00	\$800.00

Totals		\$8,800.00	\$6,800.00
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Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Gap in staff expertise buy in support services additional needs- speech, OT	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Support services	\$1,800.00	\$1,800.00
Welfare resource supports for SWPB tier 2 level interventions for social skills and strategies	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Growth coaching. Development of strategies and skills to support others goal setting and understanding of the inquiry cycle	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00
Inclusion resources within the STEM room	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$500.00
Totals			\$4,300.00	\$3,800.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Developing assessment capable visible learners PD ACEL professional learning time table (yet to be released)	✓ All Staff	from: Term 3	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Literacy Leaders ✓ External consultants ACEL Hattie PD	<ul style="list-style-type: none"> ✓ Off-site Both off and on site activities will be part of this process
Continue to train staff in explicit teaching of Sounds Write in the infant department Term 1 PD undertaken by early years team members	✓ Team Leader(s)	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Network Professional Learning ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ External consultants First Occupational therapy service provider	<ul style="list-style-type: none"> ✓ Off-site James Lyra training
Professional development to support inclusion and diversity including Understanding Poverty 29th January	✓ Education Support	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Network Professional Learning 	<ul style="list-style-type: none"> ✓ External consultants SFYS funded project for Corangamite Shire	<ul style="list-style-type: none"> ✓ Off-site Camperdown
Work with regional PLC coach to develop protocols and PLC behaviours	✓ All Staff	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Departmental resources Access PLC coach if possible	<ul style="list-style-type: none"> ✓ On-site

Review and modify assessment measures in line with PLC learning	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning 	<ul style="list-style-type: none"> ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Literacy Leaders 	<ul style="list-style-type: none"> ✓ On-site
HITS professional learning focus at all meeting	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Peer observation including feedback and reflection ✓ Individualised Reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
Learning intentions linked to success criteria will be developed in every classroom Learning intentions pads will be used in all classrooms to record the learning undertaken	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Peer observation including feedback and reflection ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
Growth Coaching Training	✓ Principal	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Peer observation including feedback and reflection ✓ Individualised Reflection ✓ Demonstration lessons 	<ul style="list-style-type: none"> ✓ Communities of Practice 	<ul style="list-style-type: none"> ✓ External consultants Network organized coaching program 	<ul style="list-style-type: none"> ✓ Off-site Growth Coaching International
Reading proficiencies developed and trialed with students	✓ Teacher(s)	from: Term 1 to: Term 2	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Formalised PLC/PLTs ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site

Goal setting and success criteria will be aligned by students so they know when they have been successful	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Review and modify, if necessary, our C.A.R.E. matrix for student ownership with new co-hort as part of Learning to Learn start of year	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPB Coach	<input checked="" type="checkbox"/> On-site
Establish student leadership team and induct them in SWPB strategies and support statements "At our school..."	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPB coach	<input checked="" type="checkbox"/> On-site
Learning goal development for all students: Reading, writing, numeracy and social goals established and monitored each learning cycle	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site