

# 2019 Annual Implementation Plan

## for improving student outcomes

Newham Primary School (1913)



Submitted for review by Stuart Telford (School Principal) on 23 January, 2019 at 12:52 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	The use of the DET suite of FISO approved documents will guide High Impact Teaching Strategies - Excellence in Teaching and Learning, Literacy and Numeracy Strategy, Victorian Numeracy Portal, Practice Principles for Excellence in Teaching and Learning and Amplify: Empowering Students Through Voice, Agency and Leadership will be important to the future development of NPS. It shows growth in key focus areas and the need to continue working on whole school improvement. All areas - Excellence in teaching and learning, Professional Leadership and Positive Climate for Learning have shown pleasing movement along the continuums during 2018.
<b>Considerations for 2020</b>	2018 saw the school begin an exciting journey in authentic PLC work. 2019 will see staff engage in the Professional Learning Communities work presented by North-Western Victoria Region. It is anticipated that this work will increase the use of data to improve teaching and learning across the school. The school spent considerable time working on developing consistent practice across the classrooms of the school in 2018, with a full-time Learning Specialist employed for 2019 it will see this work further embedded into every classroom. The staff recognised that whilst the 2018 curriculum work has been successful and is beginning to have an impact, it is not yet fully embedded and will require further support in 2019 with a number of new classroom teachers joining the staff. With a more focussed approach it will see the school continue to move

	further along the continuum in more areas. 2019 will also be an exciting year for NPS, with a clear focus on the School Wide Positive Behaviours Program.
<b>Documents that support this plan</b>	

Draft

## SSP Goals Targets and KIS

<p><b>Goal 1</b></p>	<p>Achievement To achieve high quality teaching and learning processes in Numeracy as well as Reading and Writing through the explicit teaching of phonics.</p> <p>To support this with effective digital technology skills for all.</p>												
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<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build capacity of all staff to effectively teach Numeracy.																														
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<p><b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion</p>	<p>Build capacity of all staff to support student wellbeing and engagement.</p>				
<p><b>Goal 4</b></p>	<p>Productivity To ensure consistency and alignment of all aspects of school operations and resource allocations to achieving the school vision.</p>				
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	<p><b>Standard of facilities – 2019</b> Maintain buildings and grounds in current condition.</p> <hr/> <p><b>Parent Satisfaction Summary</b> above '<i>Median of all Victorian Primary Schools</i>'</p> <hr/> <p><b>No Workforce Bridging Finance</b> – Surplus \$40,000</p>	
<p><b>Key Improvement Strategy 4.a</b> Building leadership teams</p>	<p>Participate in PLC Pilot PD. Build on the start of the PLT process and learning Collaborative Teaching Teams / Professional Learning Teams / School Improvement Teams Learning Specialist - Tailor classroom programs and build staff capacity Inquiry based - focussed on clinical analysis and student outcomes. Bastow Numeracy Masterclass, Bastow Literacy - Data. Maintain SIT as research based teams</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 achieve high quality teaching and learning processes in Numeracy as well as Reading and Writing through the explicit teaching of phonics.</p> <p>To support this with effective digital technology skills for all.</p>	Yes	<div style="border: 1px solid black; padding: 5px;"> <p><b>2019 Targets - NAPLAN Relative Growth &amp; Spelling bands</b> Relative Growth as measured through NAPLAN in Numeracy, Reading, Writing, Spelling Grammar and Punctuation will improve to -----</p> <ul style="list-style-type: none"> <li>- Less than 10% students with low growth in Numeracy</li> <li>- Less than 10% low growth Spelling &amp; Reading</li> <li>- Less than 10% students with low growth in Grammar and Punctuation.</li> <li>- 90% of Year 3s at/above State Mean (Band 4) in Spelling; - 90% of Years 5s at/above State Mean (Band 6) in Spelling.</li> <li>- Maintain no low growth in Writing.</li> </ul> <p style="text-align: center;"><b>2019 Targets - School and ATTS</b></p> <ul style="list-style-type: none"> <li>- 85% students at/above Phase 5 'Letters &amp; Sounds' by 2019.</li> <li>- Stimulating Learning (4.50) and Teacher Effectiveness (4.80)</li> </ul> <p>Note: Stimulated Learning now appears in Domain: Effective Teaching Practice for Cognitive Engagement (Overall Primary 100% 2017) and Teacher concern now appears in the Domain: Teacher-Student Relations (Overall Primary 92% in 2017)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>2019 Learning Performance AusVELS (VC) and NAPLAN – Intake adjusted</b></p> </div>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> <li>- improve to 55% in top 2 bands for spelling in Years 3 and 5.</li> <li>- improve to 75% in top two bands in reading for Year 3.</li> <li>- other areas remain above 50% in top two bands for Years 3 and 5.</li> <li>- maintain no students below minimum standard in all areas for Years 3 and 5.</li> <li>- improve to less than 25% of students with low gain in reading and spelling.</li> </ul>

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Engagement  
To promote high levels of student engagement in learning and connectedness with each other, their teachers, school and community.

No

### Targets

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<p>Wellbeing To enhance student resilience, confidence and capacity by strengthening the three-way partnership between the school, students and their parents.</p>	<p>Yes</p>	<p><b>Targets</b>  <b>2015 state means</b> - <i>Classroom Behaviour</i> (3.38), <i>Student Safety</i> (4.35) and <i>Student Morale</i> (5.73). School to remain above state means over the life of the plan. (See table below.)  Other ATTS survey variables remain at or above state mean over the life of the Strategic plan.</p> <table border="1" data-bbox="521 427 1341 627"> <thead> <tr> <th>ATTS</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td><i>Classroom Behaviour</i></td> <td>3.02</td> <td>3.40</td> <td>3.50</td> <td>3.60</td> <td>3.70</td> </tr> <tr> <td><i>Student Safety</i></td> <td>4.22</td> <td>4.40</td> <td>4.50</td> <td>4.60</td> <td>4.70</td> </tr> <tr> <td><i>Student Morale</i></td> <td>5.56</td> <td>5.80</td> <td>5.90</td> <td>6.00</td> <td>6.10</td> </tr> </tbody> </table> <p>NOTE: ATTS in 2017 shows a change in wording and data set. The following data should now be considered....</p> <ul style="list-style-type: none"> <li>- Classroom Behaviour in the Domain Effective Teaching Practice for Cognitive Engagement (Overall Primary 93% in 2017)</li> <li>- Managing Bullying in the Domain Student Safety (Overall Primary 90% in 2017)</li> <li>- Respect for diversity in the Domain Student Safety (Overall Primary 89% in 2017)</li> </ul>	ATTS	2015	2016	2017	2018	2019	<i>Classroom Behaviour</i>	3.02	3.40	3.50	3.60	3.70	<i>Student Safety</i>	4.22	4.40	4.50	4.60	4.70	<i>Student Morale</i>	5.56	5.80	5.90	6.00	6.10	<ul style="list-style-type: none"> <li>- ATTS Maintain or increase to 95% in the area of Classroom Behaviour in the Domain Effective Teaching Practice for Cognitive Engagement (Overall Primary 93% in 2017)</li> <li>- ATTS Maintain or increase to 92% in the area of Managing Bullying in the Domain Student Safety (Overall Primary 90% in 2017)</li> <li>- ATTS Maintain or increase to 92% in the area of Respect for diversity in the Domain Student Safety (Overall Primary 89% in 2017)</li> </ul>
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	<b>Standard of facilities – 2019</b> Maintain buildings and grounds in current condition.
	<b>Parent Satisfaction Summary</b> above ' <i>Median of all Victorian Primary Schools</i> '
	<b>No Workforce Bridging Finance</b> – Surplus \$40,000

<b>Goal 1</b>	<p>Achievement To achieve high quality teaching and learning processes in Numeracy as well as Reading and Writing through the explicit teaching of phonics.</p> <p>To support this with effective digital technology skills for all.</p>
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>- improve to 55% in top 2 bands for spelling in Years 3 and 5.</li> <li>- improve to 75% in top two bands in reading for Year 3.</li> <li>- other areas remain above 50% in top two bands for Years 3 and 5.</li> <li>- maintain no students below minimum standard in all areas for Years 3 and 5.</li> <li>- improve to less than 25% of students with low gain in reading and spelling.</li> </ul>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Build capacity of all staff to effectively teach Numeracy.	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>As the school has moved to Transform for this area a clear focus on whole school development in numeracy curriculum is required.</p> <p>In consultation with staff it was identified that the following areas would a key focus....</p> <ul style="list-style-type: none"> <li>- Evaluate Numeracy curriculum according to Victorian Curriculum</li> <li>- Continue to build staff capacity to maintain high levels of professional growth (regular coaching and professional learning)</li> <li>- Consolidate the whole school instructional model and evidence - based pedagogy for math.</li> <li>- Data to drive student learning opportunities.</li> <li>- Exploration of new Numeracy Portal and Staff PD</li> <li>- A focus on Number Sense (Tier 3 identification tools)</li> <li>- Tier 2 &amp; Differentiation supporting the needs of students</li> </ul> <p>Numeracy Relative Growth Data for Grade 3 to 5 students in Numeracy indicated that 0% had High Growth (50% Medium Growth , 50% Low Growth out of 10 students)</p>	
<b>Goal 2</b>	Wellbeing To enhance student resilience, confidence and capacity by strengthening the three-way partnership between the school, students and their parents.	
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<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Build capacity of all staff to support student wellbeing and engagement.	Yes

Setting expectations and promoting inclusion		
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>Implementation of School Wide Positive Behaviour Program - tailored in respect of our existing SEL Curriculum, Respectful Relationships, Bullystoppers, Berry Street Ed Model and Rock Solid Start.  Focus on school values consolidated and consistent.  Berry Street Education Model - Full Staff Professional Development - All 4 modules.  Collection of data protocols and methods.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<p>Achievement To achieve high quality teaching and learning processes in Numeracy as well as Reading and Writing through the explicit teaching of phonics.</p> <p>To support this with effective digital technology skills for all.</p>
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>- improve to 55% in top 2 bands for spelling in Years 3 and 5.</li> <li>- improve to 75% in top two bands in reading for Year 3.</li> <li>- other areas remain above 50% in top two bands for Years 3 and 5.</li> <li>- maintain no students below minimum standard in all areas for Years 3 and 5.</li> <li>- improve to less than 25% of students with low gain in reading and spelling.</li> </ul>
<b>KIS 1</b> Curriculum planning and assessment	Build capacity of all staff to effectively teach Numeracy.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Staff to complete a Pre-Review Self-evaluation to determine where teacher knowledge and capacity need to develop.</li> <li>• Develop teacher knowledge and capacity to work as effective teams utilizing a PLT process, to improve reading, writing and numeracy outcomes through collaborative planning and assessment practices.</li> <li>• To evaluate the curriculum planning and documentation across the school.</li> <li>• Develop staff understanding of the use and purpose of assessment to inform and evaluate teaching practices for student learning.</li> <li>• To implement and monitor practices and protocols in Literacy and Numeracy to include an agreed lesson structures that take into account how students learn effectively including concise, explicit teaching around the leaning intention of each lesson and Success Criteria to measure progress</li> <li>• To ensure that all classroom teachers P&amp;D goals reflect the need to build numeracy capacity.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- There will be evidence of consistent weekly work programs across the school that link directly to term planners.</li> <li>- Use of Learning Intentions and Success Criteria are consistent in all classrooms and Specialist areas.</li> <li>- The whole school assessment schedule will guide teachers and allow for professional dialogue at PLT and whole staff meetings.</li> <li>- Victorian Curriculum and NAPLAN targets achieved.</li> <li>- Number of children in top 2 bands of Vic Curriculum/NAPLAN will increase.</li> <li>- NAPLAN relative growth data will improve in reading, writing and numeracy.</li> </ul>



<b>Success Indicators</b>	<p>Learning Walks will show consistent practice in teaching of numeracy (looking at observable behaviours, artefacts, outcomes and Learning Architecture - i.e time allocation, auditing and allocating numeracy resources.          Triangulating data through assessment such as NAPLAN, Essential Assessment, Mathletics, teacher judgement (formative assessment).          Teachers will show improvement in the use of High Impact Teaching Strategies to support progress along the continuum in Structuring Lessons, Feedback and Explicit Teaching strategies.          All students will show growth in Numeracy (Number Sense) as per Assessment Schedule.          More students in Top Two Bands in Numeracy. As well as an increase in High Growth in Numeracy.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>All staff to be inducted into the whole school approach to Numeracy.          Supported by Professional Learning from George Booker (Joint Curriculum Day with Malmsbury and Lancefield)</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>Define and develop the roles and expectations of the coach.          Timetable and protocols for Numeracy coaching developed.</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Develop opportunities for staff to use their Professional Practice Days to access good quality Numeracy pedagogy/curriculum/assessment.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>Commit and participate in the PLC initiative. Develop and implement the PLC hierarchy to allow collaborative structures for an effective PLC model to be implemented and embedded with staff.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used

Weekly PLT meeting and fortnightly School Improvement Team meetings to support staff in interpreting and using student data to inform planning and guide professional learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a consistent classroom teacher work program in the area of Numeracy.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Upskill newly appointed Learning Specialist in Literacy, Numeracy and Coaching to ensure a consistent message is delivered across the school. We are committed to the Professional Learning from George Booker in Term 1. (NOTE: Simone (Learning Specialist) has recently completed Leading Numeracy and will be able to draw on this knowledge to support the needs of the teachers).	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Professional Learning in the use and understanding of the High Impact Teaching Strategies and Literacy and Numeracy Strategy. This will be achieved through staff self assessments of HITS attainment. Staff will be expected to include a focus in their PDP . The meeting schedule will reinforce whole staff focus on HITS. Coaching will reinforce improvement on identified HITS areas.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Support to Tier 2 students requiring intervention in identified areas of Literacy and Numeracy.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Wellbeing To enhance student resilience, confidence and capacity by strengthening the three-way partnership between the school, students and their parents.			

<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>- ATTS Maintain or increase to 95% in the area of Classroom Behaviour in the Domain Effective Teaching Practice for Cognitive Engagement (Overall Primary 93% in 2017)</li> <li>- ATTS Maintain or increase to 92% in the area of Managing Bullying in the Domain Student Safety (Overall Primary 90% in 2017)</li> <li>- ATTS Maintain or increase to 92% in the area of Respect for diversity in the Domain Student Safety (Overall Primary 89% in 2017)</li> </ul>
<b>KIS 1</b> Setting expectations and promoting inclusion	Build capacity of all staff to support student wellbeing and engagement.
<b>Actions</b>	<p>To commit and full engage to the School Wide Positive Behaviours professional Learning and implement identified areas.  To evaluate Respectful Relationships implementation with all staff.  Provide Professional Learning to all staff around the Berry St model.  Evaluate the whole school 'Start Up' program (Rock Solid Start) to provide a consistent framework for management and high expectations.  Students and teachers set aspirational goals and students show responsibility for their learning by self-assessing and tracking progress.  To ensure that all classroom teachers P&amp;D goals reflect the need to build on student engagement and wellbeing.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Staff will be inducted in to the schools model at the beginning of the year.</li> <li>- New staff will be aligned with a mentor (experienced in the school)</li> <li>- Berry St and Respectful Relationships to be taught across the school, understood by all staff and visible in the school</li> <li>- All staff use the 'Start Up' program, use the activities/strategies and continually reinforce concepts delivered throughout the year.</li> <li>- Reinforcement of past work around the KidsMatter, Positive Education Model, ASD Positive Classroom strategies and BullyStoppers program whilst maintaining a whole school focus on SEL.</li> <li>- All teachers supported in developing understanding of continuous reporting (use of See-Saw app)</li> <li>- Month coffee and cake informal parent sessions exposing parents to various school curriculum</li> <li>- Trial 3 way conferencing with some teachers</li> <li>- Offer parent information sessions on Reading, Writing, Numeracy and Science.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Growth in the Attitudes to School, Parent and Staff Survey data in the School Climate and Professional Learning modules.</li> <li>- Develop protocols on tracking student behaviours and analyse data regularly (initial increase in data collection and long term decrease in incidents).</li> </ul>

- Based on Attitude to School Survey results of 2018, it is anticipated that we expect to see increases in students safety, security, physical and emotional wellbeing.  
 - Use of Resilient Youth and Attitudes to School survey results to collect additional data to determine students thoughts and opinions on school climate.  
 -In 2019 Newham Primary School will begin the School Wide Positive Behaviours Program. This will see staff consistently document our journey.  
 -We anticipate student collaboration, collective responsibility and self-reflection on their behaviours will be evident.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff to be inducted into the SW-PBS Framework through the year as facilitated by Michelle Stone (Loddon/Campaspe School Wide-Positive Behaviour School Coach)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Develop opportunities for staff to use their Professional Practice Days to access good quality School Wide Positive Behaviour Schools to increase knowledge and awareness.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Regular staff meetings to collect and interpret data to inform planning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a Student Welfare/Wellbeing Team to guide focus on this area (add to termly schedule). This team will be closely linked to the School Wide Positive Behaviour Team.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

Professional Learning for new staff in Berry Street and Respectful Relationships	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00  <input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Support to Tier 2 students requiring intervention in identified areas of Literacy and Numeracy.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
<b>Totals</b>			<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff to be inducted into the whole school approach to Numeracy. Supported by Professional Learning from George Booker (Joint Curriculum Day with Malmsbury and Lancefield)	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site George Booker Professional Learning will be held off-site. everything else will be on-site.
Define and develop the roles and expectations of the coach. Timetable and protocols for Numeracy coaching developed.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow and Principal forums with appropriate agenda items will support this area.
Develop opportunities for staff to use their Professional Practice Days to access good quality Numeracy pedagogy/curriculum/assessment.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Work with other schools to access high impact numeracy teaching.

Commit and participate in the PLC initiative. Develop and implement the PLC hierarchy to allow collaborative structures for an effective PLC model to be implemented and embedded with staff.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Michelle Stone Loddon/Campaspe School Wide-Positive Behaviour School Coach   Health and Wellbeing Specialist Services	<input checked="" type="checkbox"/> On-site
Weekly PLT meeting and fortnightly School Improvement Team meetings to support staff in interpreting and using student data to inform planning and guide professional learning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a consistent classroom teacher work program in the area of Numeracy.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Upskill newly appointed Learning Specialist in Literacy, Numeracy and Coaching to ensure a consistent message is delivered across the school. We are committed to the Professional Learning from George Booker in Term 1. (NOTE: Simone (Learning Specialist) has recently completed Leading Numeracy and will be able to draw on this	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site Access to appropriate courses to increase understanding and awareness of role.



knowledge to support the needs of the teachers).						
Professional Learning in the use and understanding of the High Impact Teaching Strategies and Literacy and Numeracy Strategy. This will be achieved through staff self assessments of HITS attainment. Staff will be expected to include a focus in their PDP . The meeting schedule will reinforce whole staff focus on HITS. Coaching will reinforce improvement on identified HITS areas.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Support to Tier 2 students requiring intervention in identified areas of Literacy and Numeracy.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All staff to be inducted into the SW-PBS Framework through the year as facilitated by Michelle Stone (Loddon/Campaspe School Wide-Positive Behaviour School Coach)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  Michelle Stone (Loddon/Campaspe School Wide-Positive Behaviour School Coach)	<input checked="" type="checkbox"/> On-site

Develop opportunities for staff to use their Professional Practice Days to access good quality School Wide Positive Behaviour Schools to increase knowledge and awareness.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  Work with other schools to access high impact school wide positive behaviour strategies.	<input checked="" type="checkbox"/> Off-site Work with other schools to access high impact school wide positive behaviour strategies.
Regular staff meetings to collect and interpret data to inform planning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a Student Welfare/Wellbeing Team to guide focus on this area (add to termly schedule). This team will be closely linked to the School Wide Positive Behaviour Team.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning for new staff in Berry Street and Respectful Relationships	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team  <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Appropriate PD providers	<input checked="" type="checkbox"/> Off-site Appropriate staff to attend external professional learning