

# 2020 Annual Implementation Plan

## for improving student outcomes

Morang South Primary School (1975)



Submitted for review by Julie Jones (School Principal) on 03 March, 2020 at 01:42 PM  
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 05 March, 2020 at 08:48 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

	<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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Excelling

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

Community engagement in learning	Building communities	Excelling
	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>	<p>As we have a review in 2019, the School Improvement Leaders as a team and all teachers had input into the self assessment against the FISO improvement model dimensions. This was a positive and enlightening process.</p> <p>All staff are committed to continuous improvement. This is reflected in our strong and supportive learning culture.</p> <p>While we have been working towards strong and effective PLC's for some time, we have also had competing priorities.</p> <p>We intend to further develop PLCs and move our self evaluation in this area from evolving to embedding.</p> <p>We are continuing our strong focus on building our teachers' capacity.</p> <p>Further work is required using the High Impact Strategies and Evaluating the impact of our use of data and the subsequent learning on learning.</p> <p>We are looking forward to working with Wasabi Learning to enhance student agency, voice and autonomy.</p>
<b>Considerations for 2020</b>	<p>Goals</p> <p>Literacy - English Learning Specialist; completed Bastow Data PL; Staff PL</p>

	Numeray - Leading Teacher; PLC chaired by AP; Targeted Maths; Autonomous learners - Wasabi Learning - Lee Wantanabe-Crockett PL; curriculum Day and fortnightly meetings
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To optimise Numeracy outcomes for all students
<b>Target 1.1</b>	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 30%(2023) to be in line with similar schools.
<b>Target 1.2</b>	Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 75%(2023), to be in line with similar schools.
<b>Target 1.3</b>	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to >91% (2023), to be at or above similar schools.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To increase staff data literacy in Numeracy in order to inform classroom practice
<b>Key Improvement Strategy 1.b</b> Building practice excellence	To refine and attain precision in the instructional model of the teaching of mathematics
<b>Key Improvement Strategy 1.c</b> Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of mathematics
<b>Goal 2</b>	To optimise Literacy outcomes for all students, with a focus on writing

<b>Target 2.1</b>	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 16%(2023).
<b>Target 2.2</b>	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 25%(2023).
<b>Target 2.3</b>	<p>Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from:</p> <p>Reading and Viewing - 90%(2018) to &gt;91%(2023), in line with similar schools</p> <p>Writing - 84%(2018) to 87%(2023), in line with similar schools</p> <p>Speaking and Listening - 92%(2018) to 95%(2023), in line with similar schools</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	To increase staff data literacy in English in order to inform classroom practice
<b>Key Improvement Strategy 2.b</b> Building practice excellence	To refine and attain precision in the instructional model of the teaching of writing
<b>Key Improvement Strategy 2.c</b> Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of English modes
<b>Goal 3</b>	To develop autonomous learners through enhancement of student voice and agency

<p><b>Target 3.1</b></p>	<p>Increase the ATSS percentages of positive response in the following areas;</p> <ul style="list-style-type: none"> <li>-student voice and agency from 85%(2018) to &gt;88%(2023)</li> <li>-self-regulation and goal setting from 93%(2018) to 95%(2023)</li> <li>-stimulated learning from 88%(2018) to 90%(2023)</li> </ul> <p>NB: The 2018 ATSS data indicates that the school was performing at a high level in comparison to other schools in these areas.</p>
<p><b>Target 3.2</b></p>	<p>Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to &gt;90%(2023).</p> <p>NB: The 2018 SOS data indicates that the school was performing at a high level in comparison to other schools in this area.</p>
<p><b>Target 3.3</b></p>	<p>Increase the POS percentages of positive response in the following areas;</p>

	<p>-student agency and voice from 78%(2018) to 82%(2023)</p> <p>-confidence and resilience skills from 91%(2018) to 95%(2023)</p> <p>NB: The 2018 POS data indicates that the school was performing at a high level in comparison to other schools in these areas.</p>
<p><b>Key Improvement Strategy 3.a</b> Building practice excellence</p>	<p>Develop and build upon whole school understanding of student voice and agency</p>
<p><b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion</p>	<p>The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach</p>
<p><b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness</p>	<p>Co-design student opportunities to exercise authentic agency in their learning</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To optimise Numeracy outcomes for all students	Yes	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 30%(2023) to be in line with similar schools.	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 26%(2020).
		Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 75%(2023), to be in line with similar schools.	Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 73%(2023),
		Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to >91% (2023), to be at or above similar schools.	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to 90% (2020).
To optimise Literacy outcomes for all students, with a focus on writing	Yes	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 16%(2023).	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 15%(2020).

		Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 25%(2023).	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 28%(2020).
		<p>Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from:</p> <p>Reading and Viewing - 90%(2018) to &gt;91%(2023), in line with similar schools</p> <p>Writing - 84%(2018) to 87%(2023), in line with similar schools</p> <p>Speaking and Listening - 92%(2018) to 95%(2023), in line with similar schools</p>	Increase the percentage of students in Writing showing teacher judgement to be at or above the age expected level from 84%(2018) to 85%(2020).
To develop autonomous learners through enhancement of student voice and agency	Yes	<p>Increase the ATSS percentages of positive response in the following areas;</p> <ul style="list-style-type: none"> <li>-student voice and agency from 85%(2018) to &gt;88%(2023)</li> <li>-self-regulation and goal setting from 93%(2018) to 95%(2023)</li> <li>-stimulated learning from 88%(2018) to 90%(2023)</li> </ul>	Increase the ATSS percentages of positive response in the following areas; *student voice and agency from 85%(2018) to 86%(2020)

		<p>NB: The 2018 ATSS data indicates that the school was performing at a high level in comparison to other schools in these areas.</p>	
		<p>Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to &gt;90%(2023).</p> <p>NB: The 2018 SOS data indicates that the school was performing at a high level in comparison to other schools in this area.</p>	<p>Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to 89%(2020).</p>
		<p>Increase the POS percentages of positive response in the following areas;</p> <ul style="list-style-type: none"> <li>-student agency and voice from 78%(2018) to 82%(2023)</li> <li>-confidence and resilience skills from 91%(2018) to 95%(2023)</li> </ul> <p>NB: The 2018 POS data indicates that the school was performing at a high level in comparison to other schools in these areas.</p>	<p>-Increase the POS percentages of positive response in the following areas;</p> <ul style="list-style-type: none"> <li>*student agency and voice from 78%(2018) to 79%(2020)</li> <li>*confidence and resilience skills from 91%(2018) to 92%(2020)</li> </ul>

<b>Goal 1</b>	To optimise Numeracy outcomes for all students	
<b>12 Month Target 1.1</b>	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 26%(2020).	
<b>12 Month Target 1.2</b>	Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 73%(2023),	
<b>12 Month Target 1.3</b>	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to 90% (2020).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To increase staff data literacy in Numeracy in order to inform classroom practice	Yes
<b>KIS 2</b> Building practice excellence	To refine and attain precision in the instructional model of the teaching of mathematics	Yes
<b>KIS 3</b> Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of mathematics	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>Recommendations from our school review in 2019 indicated a clear need to continue to build teacher capacity and effectiveness to improve student outcomes in numeracy. Analysis of the school's NAPLAN data indicated to the panel that there is clear evidence that there is a positive growth trend in school numeracy data sets. The panel noted that there was a need for greater correlation between teacher judgement in numeracy and student achievement data sets in numeracy. The panel agreed that the school needed to continue to build upon the curriculum planning, professional learning and mindsets work that has been done in the area.</p> <p>Observations and interviews during the review process indicated a need for greater consistency of practice in the implementation of Learning Intentions and Success Criteria. It was noted that professional understandings around the relationship between student voice and agency, and the HITS of Questioning, Setting Goals (Learning Intentions and Success</p>	

	Criteria), and Feedback were not well developed and differed.	
<b>Goal 2</b>	To optimise Literacy outcomes for all students, with a focus on writing	
<b>12 Month Target 2.1</b>	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 15%(2020).	
<b>12 Month Target 2.2</b>	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 28%(2020).	
<b>12 Month Target 2.3</b>	Increase the percentage of students in Writing showing teacher judgement to be at or above the age expected level from 84%(2018) to 85%(2020).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To increase staff data literacy in English in order to inform classroom practice	Yes
<b>KIS 2</b> Building practice excellence	To refine and attain precision in the instructional model of the teaching of writing	Yes
<b>KIS 3</b> Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of English modes	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.	Recommendations from our school review in 2019 indicated a clear need to continue to build teacher capacity and effectiveness to improve student outcomes in writing. Analysis of the school's NAPLAN data indicated to the panel that there is evidence of the beginning of a positive trend in writing. The panel noted that there was a need for greater correlation between teacher judgement and student achievement data sets in literacy. A range of evidence considered by the panel indicated that improvement is required in writing, in particular decreasing the percentage of students achieving low gain. The school's data and the review process indicated a need for greater consistency of practice and teacher knowledge of effective pedagogy and teaching strategies for Writing.	
<b>Goal 3</b>	To develop autonomous learners through enhancement of student voice and agency	
<b>12 Month Target 3.1</b>	Increase the ATSS percentages of positive response in the following areas; *student voice and agency from 85%(2018) to 86%(2020)	
<b>12 Month Target 3.2</b>	Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to 89%(2020).	
<b>12 Month Target 3.3</b>	-Increase the POS percentages of positive response in the following areas; *student agency and voice from 78%(2018) to 79%(2020) *confidence and resilience skills from 91%(2018) to 92%(2020)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop and build upon whole school understanding of student voice and agency	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach	Yes
<b>KIS 3</b> Intellectual engagement and self-awareness	Co-design student opportunities to exercise authentic agency in their learning	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Recommendations from our school review in 2019 indicated a clear need to improve teacher capacity and effectiveness in improving student voice and agency. Although survey data indicated strength related to Student Voice and Agency, observations and interviews during the review process indicated a need for greater consistency of practice in the implementation of Learning Intentions and Success Criteria. It was noted that professional understandings around the relationship between student voice and agency, and the HITS of Questioning, Setting Goals (Learning Intentions and Success Criteria), and Feedback were not well developed and differed. The interviews also indicated that we needed consistent and transparent language across the school to support students to comprehend and articulate experiences related to Student Voice and Agency. Our Social Emotional Learning whole school approach has been successful and we believe at this point we need to mirror this approach to enhance Student Voice and Agency.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To optimise Numeracy outcomes for all students
<b>12 Month Target 1.1</b>	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 26%(2020).
<b>12 Month Target 1.2</b>	Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 73%(2023),
<b>12 Month Target 1.3</b>	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to 90% (2020).
<b>KIS 1</b> Building practice excellence	To increase staff data literacy in Numeracy in order to inform classroom practice
<b>Actions</b>	<ul style="list-style-type: none"> <li>Develop staff capacity to use MOI analysis for targeted teaching and learning</li> <li>Develop staff knowledge and understanding of analysis of PAT Maths</li> <li>Survey staff on use and understandings related to pre and post testing</li> <li>Learning about using formative assessment, and examples of formative assessment</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Be exposed to their own data and be aware of their next steps</li> <li>Undertake appropriate learning experiences and tasks related directly to their needs based on the data</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Use data to identify the mathematical needs of the students in their class and Target Maths groups and use these understandings in their planning of lessons and groupings</li> <li>Use PAT and MOI data to inform their groupings and teaching practice</li> <li>Use pre and post test data to assist us with current whole school planners and develop teaching activities related to identified points of growth</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Develop staff knowledge and understanding of MOI data and how to use it for improving student outcomes</li> <li>Develop staff knowledge and understanding of PAT Maths data and how to use it for improving student outcomes</li> </ul>

<b>Success Indicators</b>	<p>An improvement in consistency between teacher judgement and other data sources (Eg. MOI, PAT Maths and NAPLAN)</p> <p>Utilisation of data to inform groupings and targeted areas of teaching.</p> <p>Utilisation of data in PLCs to determine planning directions and for targeted teaching.</p> <p>Evidence of use of data in PDPs in teacher's decision making around Professional Practices.</p> <p>Clear evidence of a differentiated curriculum in class-based Mathematics and Target Maths.</p> <p>Increase in the percentage of students in Year 5 in the top 2 bands of NAPLAN numeracy from 22% (2018) to 26% (2020).</p> <p>Increase in the percentage of students in NAPLAN numeracy showing medium to high growth (Year 3 to Year 5) from 69% (2018) to 73% (2023).</p> <p>Increase in the percentage of students in numeracy showing teacher judgement to be at or above the age expected level at 88%(2018) to (2020).</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning on using MOI data to inform student groupings, planning, VC links and student goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review of staff practices related to Pre and Post test process as part of survey on Target Maths	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional learning on using MOI data to inform student groupings, planning, VC links and student goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Building practice excellence	To refine and attain precision in the instructional model of the teaching of mathematics			
<b>Actions</b>	Establish professional practice and views related to the teaching of Target Maths through a staff survey Develop staff knowledge and understanding of the school's instructional model in relation to the teaching of mathematics Develop staff knowledge, understanding and strategies to leverage student agency in mathematical learning. Develop and establish consistency in the mathematics instructional approaches across the school Developing consistent instructional practices in Investigations			
<b>Outcomes</b>	<p>Students will:</p> Engage in consistent learning approaches and lesson structures across the school Articulate understanding of lesson learning intentions and success criteria. Demonstrate understanding of how they can improve their progress in Mathematics. <p>Teachers will:</p> Utilise consistent practices which follow the instructional model in the teaching of mathematics Consistently use learning intentions and success criteria in providing structure to lessons Scaffold student learning and explicitly discuss how progress can be achieved <p>Leaders will:</p> Provide professional learning opportunities for staff Investigate and research current Mathematical best practices Support staff to build quality teaching practices in mathematics Model best practice			
<b>Success Indicators</b>	Consistency seen in learning approaches and lesson structures across the school in Mathematics Consistency seen in use of learning intentions and success criteria in providing structure to learning practices Use of strategies and approaches for leveraging student agency in mathematical learning Increase in the percentage of students in Year 5 in the top 2 bands of NAPLAN numeracy from 22% (2018) to 26% (2020). Increase in the percentage of students in NAPLAN numeracy showing medium to high growth (Year 3 to Year 5) from 69% (2018) to 73% (2023). Increase in the percentage of students in numeracy showing teacher judgement to be at or above the age expected level at 88%(2018) to (2020).			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Review of staff practices related to Target Maths through a survey	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning around the school instructional model and consistent lesson elements and practices in teaching mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on building student agency through Ten Shifts of Practice and Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of mathematics			
<b>Actions</b>	Provide PL opportunities for the Maths PLC to share/run professional learning on resources and ideas learnt from 2019 MAV conference. Conduct PL to develop staff knowledge of using the HITS strategy of questioning to deepen students thinking around Mathematical ideas. Conduct PL to develop teacher capacity to develop learning tasks and implement learning strategies across the four proficiencies of mathematics. Develop teacher capacity through shared practices identified for implementation by PLCs.			
<b>Outcomes</b>	Students will: Learn in an engaging and stimulating environment with develops their mathematical thinking using the four proficiencies			

	<p>Respond to and create deep questions related to mathematical tasks and investigations. Have learning experiences which are differentiated and cater for their identified needs based on data</p> <p>Teachers will: Learn about and implement new strategies and approaches to improve professional practice in the teaching of mathematics Develop further skill in using questioning to deepen student thinking related to Mathematical ideas and concepts Develop further the capacity to create and implement learning strategies related to the four proficiencies of maths to improve student learning outcomes in mathematics Participate in collaborations with teaching colleagues to examine data and build capacity through use of shared practices</p> <p>Leaders will: Support their colleagues in their daily practice Model exemplary teaching practices Share current and proven teaching practices through professional learning meetings Increase their knowledge of English teaching practices through research, readings and professional learning Provide staff with resources, tools and online sources of education such as the Literacy Toolkit</p>			
<b>Success Indicators</b>	<p>Documented use of new strategies and approaches included in Term and Weekly Planning. Document use of questioning and thinking strategies included in Term and Weekly Planning. Inclusion of mathematical activities which cover the four proficiencies of maths included in Term and Weekly Planning. Documented agendas/planning of PLC's using data to inform selection of activities to improve student outcomes in mathematics. Increase in the percentage of students in Year 5 in the top 2 bands of NAPLAN numeracy from 22% (2018) to 26% (2020). Increase in the percentage of students in NAPLAN numeracy showing medium to high growth (Year 3 to Year 5) from 69% (2018) to 73% (2023). Increase in the percentage of students in numeracy showing teacher judgement to be at or above the age expected level at 88%(2018) to (2020).</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning for teachers, lead by Math ALT, around best practice strategies, approaches, resources and activities from 2019 MAV Conference	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Team collaboration through PLCs to examine mathematical data and share best practice in mathematics to improve student outcomes	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on building student agency through Ten Shifts of Practice (Questioning) and Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To optimise Literacy outcomes for all students, with a focus on writing			
<b>12 Month Target 2.1</b>	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 15%(2020).			
<b>12 Month Target 2.2</b>	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 28%(2020).			
<b>12 Month Target 2.3</b>	Increase the percentage of students in Writing showing teacher judgement to be at or above the age expected level from 84%(2018) to 85%(2020).			
<b>KIS 1</b> Building practice excellence	To increase staff data literacy in English in order to inform classroom practice			
<b>Actions</b>	<p>Opportunity for staff to collaborate and analyse data (PLCs and utilising SPA) to make changes to planning documents and teaching practice</p> <p>English ALT to investigate and update the English Assessment Guidelines to reflect changes in assessment and data collection practices - e.g. PAT testing given at instructional level</p> <p>Professional learning which support staff collaboration to create moderation and assessment tasks</p> <p>Time to unpack the Victorian Curriculum (below, at and above)</p> <p>Time to unpack the Literacy Toolkit and TEAL to be investigated further (at English ALT level and then the whole staff)</p> <p>Implement regular whole school moderation within teams and across teams with criteria and guidelines (triangulation of data)</p> <p>Staff are given time and professional learning of a range of data types, collection practices and strategies (formative and summative)</p>			

<b>Outcomes</b>	<p>Students will: Be exposed to the Victorian Curriculum and comment banks to be aware of their next steps Undertake appropriate learning experiences and tasks related directly to their needs</p> <p>Teachers will: Have a clear understanding of what the data means Set appropriate tasks that reflect the needs of the students and challenge them to stretch their learning</p> <p>Leaders will: Model the use of data in PLCs Investigate a range of data types to utilise for best practice at MSPS Provide staff with professional learning on data literacy Guide PLCs and conversations about unpacking student data and making alterations to future planning</p>			
<b>Success Indicators</b>	<p>An improvement in consistency between teacher judgement and other data sources (Eg. NAPLAN) An improved understanding of the next step and how to stretch our learners An improvement in teacher capacity to analyse data effectively Clear evidence of a differentiated curriculum The percentage of students in Year 5 in the top 2 bands of NAPLAN writing at 15%(2020). The percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) at 28%(2020). The percentage of students in Writing showing teacher judgement to be at or above the age expected level at 85%(2020).</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning on reading, interpreting and utilising literacy data effectively.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC Collaborations involving use of literacy data to inform planning and teaching.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> School Improvement Team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
English Learning Specialist to attend team planning days to support development of literacy programs and common quality approaches	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	To refine and attain precision in the instructional model of the teaching of writing			
<b>Actions</b>	<p>Survey staff and students on Writing practices          Provide professional learning on effective Writing practices for staff including TEAL          English ALT members to increase their knowledge and understanding of Writing practices          Writing moderation (whole school, team, PLC)          Staff provided with links and time to unpack the Literacy Toolkit with a particular focus around writing practice</p>			
<b>Outcomes</b>	<p>Students will:          Engage in learning that is scaffolded and hands-on and          Engage in goal setting supported by their teacher          Have an understanding about how they can improve their Writing</p> <p>Teachers will:          Demonstrate the knowledge and skills they have gained through PL in their classrooms          Actively engage in PLCs based on Writing          Scaffold student learning and explicitly discuss how progress can be achieved</p> <p>Leaders will:          Provide professional learning opportunities for staff          Investigate and research current Writing practices          Support and coach staff with their teaching practices          Model best practice</p>			

<b>Success Indicators</b>	<p>Staff and Student survey results will indicate a greater awareness of effective writing practice  Staff will have a greater understanding of effective and proven Writing practices in order to improve student learning outcomes  A decrease in discrepancies between student NAPLAN, PAT, CARS and STARS outcomes and teacher judgements  Staff will utilise the Literacy Toolkit and TEAL for planning and this will be evident in planning documents  Percentage of students in Year 5 in the top 2 bands of NAPLAN writing at 15%(2020).  Percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) at 28%(2020).  Percentage of students in Writing showing teacher judgement to be at or above the age expected level at 85%(2020).</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff Professional Learning on effective writing practices including TEAL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff Professional Learning provided with links and time to unpack the Literacy Toolkit with a particular focus around writing practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of English modes			
<b>Actions</b>	Build teacher knowledge and capacity to fully utilise the Victorian English Curriculum, in particularly Writing Build teacher knowledge and capacity to fully utilise the Literacy tool kit in particular in relation to Writing Build teacher knowledge and capacity to fully utilise TEAL Build teacher knowledge and capacity to increase an understanding of the Speaking and Listening Mode			
<b>Outcomes</b>	Students will: Learn in an engaging and stimulating environment which includes hands on experiences and opportunity for oral language development			

	<p>Have learning experiences which are differentiated to meet their point of need          Be extended to achieve their full potential          Understand the success criteria and have ownership of how they can make gains in their learning          Know and own their next learning target</p> <p>Teachers will:          Be given opportunity to explore the Victorian Curriculum English modes          Moderate Speaking and Listening tasks with an emphasis on strategies for differentiation          Plan moderation tasks which align with the Writing @MSPS Mode Continuum in Inquiry Teaching Learning Cycle          Take part in the MSPS observation process to learn from their peers and make changes to their practice</p> <p>Leaders will:          Support their colleagues in their daily practice          Model exemplary teaching practices          Share current and proven teaching practices through professional learning meetings          Increase their knowledge of English teaching practices through research, readings and professional learning          Provide staff with resources, tools and online sources of education such as the Literacy Toolkit</p>			
<b>Success Indicators</b>	<p>An improvement understanding of the curriculum at various levels by all staff          Staff will have more knowledge of the next learning steps for their students and how to plan for this effectively          Staff will have the skills to discuss their data in PLCs and make changes to planning and teaching          Clear evidence of a differentiated curriculum in planning documents          The percentage of students in Year 5 in the top 2 bands of NAPLAN writing at 15%(2020).          The percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) at 28%(2020).          The percentage of students in Writing showing teacher judgement to be at or above the age expected level at 85%(2020).</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole School Moderation	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Professional Learning to build teacher knowledge and capacity to fully utilise the Literacy tool kit in particular in relation to Writing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning to build teacher knowledge and capacity to fully utilise TEAL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Professional Learning to build teacher knowledge and capacity to increase an understanding of the Speaking and Listening Mode	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To develop autonomous learners through enhancement of student voice and agency			
<b>12 Month Target 3.1</b>	Increase the ATSS percentages of positive response in the following areas; *student voice and agency from 85%(2018) to 86%(2020)			
<b>12 Month Target 3.2</b>	Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to 89%(2020).			
<b>12 Month Target 3.3</b>	-Increase the POS percentages of positive response in the following areas; *student agency and voice from 78%(2018) to 79%(2020) *confidence and resilience skills from 91%(2018) to 92%(2020)			
<b>KIS 1</b> Building practice excellence	Develop and build upon whole school understanding of student voice and agency			

<b>Actions</b>	<p>Survey staff, students and parents to establish levels of understanding          Conduct professional learning for staff, including relationship between SV and A and Setting Goals, Questioning and Feedback (HITS), including developing common use of Hattie's feedback model          Engage with an external expert          Utilise Amplify resources          Building common language and understandings with students          Consideration of how Student Voice and Agency can be used as a strategy for improvement of student outcomes in Numeracy and Writing, in PLCs.</p>
<b>Outcomes</b>	<p>Students will:          -be able to identify examples of experiences enabling them to have a voice          -be able to identify examples of experiences empowering them to have agency in their learning          -use technical language when explaining understandings about student voice and agency</p> <p>Teachers will:          -articulate a clear understanding around Student Voice and Agency, including relationship between SV and A and Setting Goals, Questioning and Feedback (HITS)          -engage in professional learning with external experts and lead staff          -consistently model the technical language to their students          -consider and utilise Student Voice and Agency as a strategy for improving student outcomes across all curriculum areas through PLCs</p> <p>Leaders will:          -survey staff, students and parents to establish levels of understanding related to Student Voice and Agency          -analyse the results from the survey to inform future priorities          -lead professional learning          -engage an expert to support the development of understandings and practices related to Student Voice and Agency</p>
<b>Success Indicators</b>	<p>Planners showing use of language          School wide documentation (including vocabulary)          Student Portfolios          Survey results and analysis          Staff PDP Goals and Reflections          Professional Learning resources and handouts          Classroom displays related to Student Voice and Agency</p>

	Information to parents via uEducateUs Parent Information sessions 3 Way Conference processes Documentation from PLCs indicating use of Student Voice and Agency			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Survey staff, students and parents	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Analyse the results from survey	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct Professional Learning on Amplify	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on; Ten Shifts of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on; Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on; Information Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Leadership to monitor use of Student Voice and Agency as a strategy implemented through PLCs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach			
<b>Actions</b>	Survey staff, students and parents to establish levels of understanding Conduct professional learning for staff, including use of DET Amplify documentation Professional development around common understandings around concept of an autonomous learner Identify an agreed definition of an autonomous learner using quality tools Engage with an external expert in developing a whole school approach Building common language and understandings with staff Consideration of how Student Voice and Agency can be used as a strategy for improvement of student outcomes in Numeracy and Writing, in PLCs.			
<b>Outcomes</b>	Students will: -ask higher order questions -demonstrate research skills in line with strategies from Information Fluency -understand how Learning Intentions and Success Criteria can support their learning (Setting Goals) -understand the relationship between goals and Learning Intentions and Success Criteria			

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-articulate a clear understanding around the knowledge, skills and approaches to learning used by autonomous learners</li> <li>-engage in professional learning with external experts and lead staff</li> <li>-consistently model the technical language around autonomy to their students</li> <li>-consider and utilise Student Voice and Agency as a strategy for improving student outcomes across all curriculum areas through PLCs</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-use the data collected in the creation of a common definition of autonomous learners</li> <li>-analyse the results from the survey to inform future priorities</li> <li>-lead professional learning</li> <li>-engage an expert to support the development of understandings and practices related to autonomous learners</li> </ul>			
<b>Success Indicators</b>	<p>School wide documentation  Survey results and analysis  Staff PDP Goals and Reflections  Professional Learning resources and handouts  Documentation from PLCs indicating use of Student Voice and Agency</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Survey staff, students and parents	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Analyse the results from the survey	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Conduct Professional learning on Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Identify a common school-wide definition of the characteristics and skills of an autonomous learner	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on; Ten Shifts of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on; Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on; Information Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Leadership to monitor use of Student Voice and Agency as a strategy implemented through PLCs	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$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	\$47,500.00	\$17,500.00
Additional Equity funding	\$50,000.00	\$20,000.00
<b>Grand Total</b>	<b>\$97,500.00</b>	<b>\$37,500.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional learning on using MOI data to inform student groupings, planning, VC links and student goals.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$2,000.00
Professional learning on using MOI data to inform student groupings, planning, VC links and student goals.	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$0.00
Professional Learning around the school instructional model and consistent lesson elements and practices in teaching mathematics.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$0.00
Commence Professional Learning with expert (Wabisabi Learning) on building student agency through Ten Shifts of Practice and Solution Fluency	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$5,000.00

		<input checked="" type="checkbox"/> Other Expert		
Professional Learning for teachers, lead by Math ALT, around best practice strategies, approaches, resources and activities from 2019 MAV Conference	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$1,000.00
PLC Collaborations involving use of literacy data to inform planning and teaching.	from: Term 1 to: Term 4	<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)	\$1,000.00	\$500.00
English Learning Specialist to attend team planning days to support development of literacy programs and common quality approaches	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$2,000.00
Staff Professional Learning provided with links and time to unpack the Literacy Toolkit with a particular focus around writing practice	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$0.00
Professional Learning to build teacher knowledge and capacity to fully utilise the Literacy tool kit in particular in relation to Writing	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$500.00	\$0.00
Survey staff, students and parents	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$500.00	\$0.00
Commence Professional Learning with expert (Wabisabi Learning) on; Ten Shifts of Practice	from: Term 2	<input checked="" type="checkbox"/> Other Expert	\$10,000.00	\$6,000.00

	to: Term 4			
Commence Professional Learning with expert (Wabisabi Learning) on; Solution Fluency	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Other Expert	\$5,000.00	\$1,000.00
Commence Professional Learning with expert (Wabisabi Learning) on; Information Fluency	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Other Expert	\$5,000.00	\$0.00
<b>Totals</b>			\$47,500.00	\$17,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Target Maths	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$20,000.00
<b>Totals</b>			\$50,000.00	\$20,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning on using MOI data to inform student groupings, planning, VC links and student goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning on using MOI data to inform student groupings, planning, VC links and student goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning around the school instructional model and consistent lesson elements and practices in teaching mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Commence Professional Learning with expert (Wabisabi Learning) on building student agency through Ten Shifts of Practice and Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site
Professional Learning for teachers, lead by Math ALT, around best practice strategies, approaches, resources and activities from 2019 MAV Conference	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on building student agency through Ten Shifts of Practice (Questioning) and Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site
Professional Learning on reading, interpreting and utilising literacy data effectively.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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

	<input checked="" type="checkbox"/> Literacy Improvement Teacher		<input checked="" type="checkbox"/> Design of formative assessments			
PLC Collaborations involving use of literacy data to inform planning and teaching.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
English Learning Specialist to attend team planning days to support development of literacy programs and common quality approaches	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff Professional Learning on effective writing practices including TEAL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff Professional Learning provided with links and time to unpack the Literacy Toolkit with a particular focus around writing practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Whole School Moderation	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Learning to build teacher knowledge and capacity to fully utilise the Literacy tool kit in particular in relation to Writing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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
Professional Learning to build teacher knowledge and capacity to fully utilise TEAL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Learning to build teacher knowledge and capacity to increase an understanding of the Speaking and Listening Mode	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Conduct Professional Learning on Amplify	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Commence Professional Learning with expert (Wabisabi Learning) on; Ten Shifts of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on; Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on; Information Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site
Conduct Professional learning on Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify a common school-wide definition of the characteristics and skills of an autonomous learner	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team		<input checked="" type="checkbox"/> Individualised Reflection			
Commence Professional Learning with expert (Wabisabi Learning) on; Ten Shifts of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on; Solution Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on; Information Fluency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Wabisabi Learning - Lee Wantanabe-Crockett	<input checked="" type="checkbox"/> On-site