

# 2019 Annual Implementation Plan

## for improving student outcomes

Altona Primary School (3923)



Submitted for review by Nicole Fridey (School Principal) on 31 January, 2019 at 01:14 PM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 31 January, 2019 at 01:32 PM  
Endorsed by Chelsea Hughes (School Council President) on 31 January, 2019 at 03:48 PM

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

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

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

<b>Enter your reflective comments</b>	<p>Positive Actions contributing to these areas</p> <p>Building Practise Excellence</p> <ul style="list-style-type: none"> <li>- HITS through the Learning Specialist</li> <li>- PLC Inquiry cycles</li> <li>- Structure to planning = precision of planning</li> <li>- Leadership structure and Leadership plan (timetable)</li> <li>- Personal and Social Capabilities</li> <li>- Meeting Schedule and team planning approach</li> <li>- Authentic tasks in all curriculum areas</li> </ul> <p>Curriculum Planning and Assessment</p> <ul style="list-style-type: none"> <li>- Scope and Sequence in maths and inquiry</li> <li>- Assessment schedule</li> </ul>
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- Planning structure
  - Moderation in writing
  - THRASS
  - Use of F&P continuum to support planning in English
  - P&S, C&C Scope and sequence
  - Formative vs Summative assessment
  - Teacher judgement validations
  - Authentic tasks in all curriculum areas
  - Department documents - Maths Companion, HITS, sequence of teaching and learning
- Building Leadership Teams
- Team Leader meetings
  - Whole School Leadership
  - Strategic Leadership
  - Whole School structure
  - Roles and responsibility
  - Student leaders
  - Consultative committee
- Empowering students and building school pride
- School leadership program
  - Value awards
  - Newsletter
  - Childsafe
  - House colours (school and community history - recognition)
- Setting expectations and promoting inclusion
- Values
  - ILPs
  - Visibility
- Building communities
- Compass
  - Friends and families reinvention and contribution to the school community
  - Parent Education Program
  - Transitions
  - PSD and student welfare

<p><b>Considerations for 2020</b></p>	<ul style="list-style-type: none"> <li>- Acting Principal for term 1</li> <li>- 2 Acting AP roles</li> <li>- 1 AP</li> <li>- 2 Learning Specialists</li> <li>- Adjustment of leadership structure</li> <li>- New principal as of term 2</li> <li>- 6 graduates in total, relatively stable staffing</li> <li>- Team Leaders remaining the same</li> <li>- Single grades with only one 3/4 composite</li> <li>- Student Resource Package with student numbers</li> <li>- Program adjustments due to global budgets</li> <li>- 3 new ES staff</li> <li>- Average grade size</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To optimise student achievement in Numeracy																						
<b>Target 1.1</b>	<p> <b>Student achievement to be tracked by triangulating the following data (NAPLAN and Teacher judgements and diagnostic assessments)</b>            Increase NAPLAN student growth to above the national average growth            Every student to achieve at least 12 months of growth each year.            High growth targets will be variable and related to the specific cohorts each year.            Increase high growth to above 25%            Decrease low growth to below 20%            Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of schools         </p> <p>           Grade Five (2016 Data)         </p> <table border="1" data-bbox="667 683 1043 911"> <thead> <tr> <th></th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Band 5 or above</td> <td>From 94% to 100%</td> </tr> <tr> <td>Band 6 or above</td> <td>From 63% to 95%</td> </tr> <tr> <td>Band 7 or above</td> <td>From 37% to 50%</td> </tr> </tbody> </table> <p>           NAPLAN            Grade Three (2016 Data)         </p> <table border="1" data-bbox="667 1011 992 1240"> <thead> <tr> <th></th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Band 3 or above</td> <td>From 96% to 100%</td> </tr> <tr> <td>Band 4 or above</td> <td>From 75% to 95%</td> </tr> <tr> <td>Band 5 or above</td> <td>From 55% to 75%</td> </tr> </tbody> </table> <table border="1" data-bbox="667 1278 1326 1378"> <thead> <tr> <th colspan="2">Teacher Assessed</th> </tr> <tr> <th></th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>At Level</td> <td>100%</td> </tr> </tbody> </table>		Numeracy	Band 5 or above	From 94% to 100%	Band 6 or above	From 63% to 95%	Band 7 or above	From 37% to 50%		Numeracy	Band 3 or above	From 96% to 100%	Band 4 or above	From 75% to 95%	Band 5 or above	From 55% to 75%	Teacher Assessed			Numeracy	At Level	100%
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<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build teacher capacity to deliver a numeracy curriculum that improves student outcomes				
<b>Goal 2</b>	To optimise student achievement in Spelling and Grammar				
<b>Target 2.1</b>	<p>Increase NAPLAN student growth to above the national average growth  High growth targets will be variable and related to the specific cohorts each year.  Increase high growth to above 25%  Decrease low growth to below 20%  Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of schools</p>				
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capacity to integrate spelling and grammar more effectively into the English curriculum and improve student outcomes				
<b>Goal 3</b>	To develop an inclusive whole school culture that fosters resilience and self-motivation				
<b>Target 3.1</b>	<p>Student attitude to School survey data:</p> <ul style="list-style-type: none"> <li>- increase from 76% positive response to 85% positive response in relation to resilience</li> <li>- increase from 60% positive response to 80% positive response in relation to student voice and agency</li> <li>- to maintain positive response in relation to motivation and interest, above 80%</li> <li>- to maintain positive response in relation to self-regulation and goal setting, above 85%</li> </ul> <p>Parent survey:</p> <ul style="list-style-type: none"> <li>- to maintain positive response in relation to student motivation and support, above 80%</li> <li>- to maintain positive response in relation to student agency and voice, above 85%</li> <li>- to maintain positive response in relation to confidence and resiliency skills, above 85%</li> </ul>				

<b>Key Improvement Strategy 3.a</b> Vision, values and culture	For all stakeholders (students, teachers, families) to develop a deeper understanding of the school values and how they are demonstrated at Altona Primary School
<b>Goal 4</b>	To optimise student achievement in Science
<b>Target 4.1</b>	- For all students to make at least 12 months growth in Science achievement (Victorian Curriculum)
<b>Key Improvement Strategy 4.a</b> Curriculum planning and assessment	To explore how to incorporate STEM into all aspects of the curriculum



## 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 student achievement in Numeracy	Yes	<p><b>Student achievement to be tracked by triangulating the following data (NAPLAN and Teacher judgements and diagnostic assessments)</b></p> <p>Increase NAPLAN student growth to above the national average growth            Every student to achieve at least 12 months of growth each year.            High growth targets will be variable and related to the specific cohorts each year.            Increase high growth to above 25%            Decrease low growth to below 20%            Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of schools</p> <p>Grade Five (2016 Data)</p> <table border="1" data-bbox="786 916 1162 1145"> <thead> <tr> <th></th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Band 5 or above</td> <td>From 94% to 100%</td> </tr> <tr> <td>Band 6 or above</td> <td>From 63% to 95%</td> </tr> <tr> <td>Band 7 or above</td> <td>From 37% to 50%</td> </tr> </tbody> </table> <p>NAPLAN            Grade Three (2016 Data)</p> <table border="1" data-bbox="786 1244 1111 1407"> <thead> <tr> <th></th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Band 3 or above</td> <td>From 96% to 100%</td> </tr> <tr> <td>Band 4 or above</td> <td>From 75% to 95%</td> </tr> </tbody> </table>		Numeracy	Band 5 or above	From 94% to 100%	Band 6 or above	From 63% to 95%	Band 7 or above	From 37% to 50%		Numeracy	Band 3 or above	From 96% to 100%	Band 4 or above	From 75% to 95%	<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>- Increase NAPLAN student growth to above the national average growth</li> <li>- Every student to achieve at least 12 months of growth each year.</li> <li>- High growth targets will be variable and related to the specific cohorts each year.</li> <li>- Increase high growth to above 30% (Similar schools achieving 27%)</li> <li>- Decrease low growth to below 20%</li> <li>- Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of school</li> </ul> <p>2019 Targets - Grade Five - NAPLAN - Numeracy</p> <ul style="list-style-type: none"> <li>- Band 5 or above From 98% to 100%</li> <li>- Band 6 or above From 75% to 95%</li> <li>- Band 7 or above From 42% to 50%</li> </ul> <p>2019 Targets - Grade 3 - NAPLAN - Numeracy</p> <ul style="list-style-type: none"> <li>- Band 3 or above From 94% to 100%</li> <li>- Band 4 or above From 80% to 95%</li> <li>- Band 5 or above From 63% to 75%</li> </ul> <p>Teacher Assessed - Numeracy</p>
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<p>To develop an inclusive whole school culture that fosters resilience and self-motivation</p>	<p>Yes</p>	<p>Student attitude to School survey data:</p> <ul style="list-style-type: none"> <li>- increase from 76% positive response to 85% positive response in relation to resilience</li> <li>- increase from 60% positive response to 80% positive response in relation to student voice and agency</li> <li>- to maintain positive response in relation to motivation and interest, above 80%</li> <li>- to maintain positive response in relation to self-regulation and goal setting, above 85%</li> </ul> <p>Parent survey:</p> <ul style="list-style-type: none"> <li>- to maintain positive response in relation to student motivation and support, above 80%</li> <li>- to maintain positive response in relation to student agency and voice, above 85%</li> <li>- to maintain positive response in relation to confidence and resiliency skills, above 85%</li> </ul>	<p>Student attitude to School survey data 2018 to 2019 Targets</p> <ul style="list-style-type: none"> <li>- increase from 74% positive response to 80% positive response in relation to resilience</li> <li>- increase from 63% positive response to 70% positive response in relation to student voice and agency</li> <li>- to maintain positive response in relation to motivation and interest, above 80%</li> <li>- to maintain positive response in relation to self-regulation and goal setting, above 85%</li> </ul> <p>Parent survey:</p> <ul style="list-style-type: none"> <li>- to maintain positive response in relation to student motivation and support, above 80%</li> <li>- to maintain positive response in relation to student agency and voice, above 80%</li> <li>- to maintain positive response in relation to confidence and resiliency skills, above 90%</li> </ul>
<p>To optimise student achievement in Science</p>	<p>No</p>	<p>- For all students to make at least 12 months growth in Science achievement (Victorian Curriculum)</p>	

<p><b>Goal 1</b></p>	<p>To optimise student achievement in Numeracy</p>
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<p><b>12 Month Target 1.1</b></p>	<ul style="list-style-type: none"> <li>- Increase NAPLAN student growth to above the national average growth</li> <li>- Every student to achieve at least 12 months of growth each year.</li> <li>- High growth targets will be variable and related to the specific cohorts each year.</li> <li>- Increase high growth to above 30% (Similar schools achieving 27%)</li> <li>- Decrease low growth to below 20%</li> <li>- Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of school</li> </ul> <p>2019 Targets - Grade Five - NAPLAN - Numeracy</p> <ul style="list-style-type: none"> <li>- Band 5 or above From 98% to 100%</li> <li>- Band 6 or above From 75% to 95%</li> <li>- Band 7 or above From 42% to 50%</li> </ul> <p>2019 Targets - Grade 3 - NAPLAN - Numeracy</p> <ul style="list-style-type: none"> <li>- Band 3 or above From 94% to 100%</li> <li>- Band 4 or above From 80% to 95%</li> <li>- Band 5 or above From 63% to 75%</li> </ul> <p>Teacher Assessed - Numeracy</p> <p>At Level - 100%</p> <p>6 Months above - 50%</p> <p>12 Months above - 20%</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1</b> Curriculum planning and assessment</p>	<p>Build teacher capacity to deliver a numeracy curriculum that improves student outcomes</p>	<p>Yes</p>
<p>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>	<ul style="list-style-type: none"> <li>- Our numeracy NAPLAN data indicated that the growth between grade 3 and 5 is below state average.</li> <li>- High growth greater than 25%</li> <li>- Lower teacher confidence in the planning and delivery of authentic maths tasks</li> <li>- 2018 indicated an increase in student engagement with the adjustment to authentic tasks, this needs to be further embedded</li> <li>- To increase the level of challenge and engagement for students</li> <li>- To increase teacher confidence and planning in the use of authentic tasks/experiences as assessment</li> <li>- Developing the content alongside the proficiency strands, in particular reasoning and problem solving</li> </ul>	

<b>Goal 2</b>	To optimise student achievement in Spelling and Grammar	
<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>- Increase NAPLAN student growth to above the national average growth</li> <li>- High growth targets will be variable and related to the specific cohorts each year.</li> <li>- Increase high growth to above 25%</li> <li>- Decrease low growth to below 20%</li> <li>- Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of schools</li> </ul> <p>2019 Targets - Grade Five - NAPLAN - Writing</p> <ul style="list-style-type: none"> <li>- Band 5 or above From 92% to 95%</li> <li>- Band 6 or above From 64% to 70%</li> <li>- Band 7 or above From 26% to 30%</li> </ul> <p>2019 Targets - Grade 3 - NAPLAN - Writing</p> <ul style="list-style-type: none"> <li>- Band 3 or above From 99% to 100%</li> <li>- Band 4 or above From 93% to 95%</li> <li>- Band 5 or above From 86% to 90%</li> <li>- Band 6 or above From 35% to 40%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher capacity to integrate spelling and grammar more effectively into the English curriculum and improve student outcomes	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.	<ul style="list-style-type: none"> <li>- Our spelling NAPLAN data indicated that the growth between grade 3 and 5 is below state average.</li> <li>- Only 15% of students achieving high growth from grade 3 to grade 5 and the aim is 25% or more</li> <li>- The students below standard are not progressing towards benchmarks</li> <li>- Evidence in writing indicates a need for a focus on spelling and grammar at all year levels</li> <li>- To further develop teacher capacity to understand words</li> <li>- To implement THRASS as part of our current whole school approach to teaching and learning</li> </ul>	
<b>Goal 3</b>	To develop an inclusive whole school culture that fosters resilience and self-motivation	

<b>12 Month Target 3.1</b>	<p>Student attitude to School survey data 2018 to 2019 Targets</p> <ul style="list-style-type: none"> <li>- increase from 74% positive response to 80% positive response in relation to resilience</li> <li>- increase from 63% positive response to 70% positive response in relation to student voice and agency</li> <li>- to maintain positive response in relation to motivation and interest, above 80%</li> <li>- to maintain positive response in relation to self-regulation and goal setting, above 85%</li> </ul> <p>Parent survey:</p> <ul style="list-style-type: none"> <li>- to maintain positive response in relation to student motivation and support, above 80%</li> <li>- to maintain positive response in relation to student agency and voice, above 80%</li> <li>- to maintain positive response in relation to confidence and resiliency skills, above 90%</li> </ul>
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<b>KIS 1</b> Vision, values and culture	<p>For all stakeholders (students, teachers, families) to develop a deeper understanding of the school values and how they are demonstrated at Altona Primary School</p> <p>Yes</p>
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.	<ul style="list-style-type: none"> <li>- Feedback from the Parent Opinion Survey, Student Attitude to School Survey and Staff Survey</li> <li>- Evidence from incidents that occur at recess and lunchtime compared to in class</li> <li>- Growth mindset was evident academically and our aim is to extend this to social situations, in the classroom and playground</li> <li>- Personal and social capabilities data</li> <li>- Establish partnerships between the students, teachers and families in relation to the school values and to understand how they can be put into action</li> </ul>

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To optimise student achievement in Numeracy
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>- Increase NAPLAN student growth to above the national average growth</li> <li>- Every student to achieve at least 12 months of growth each year.</li> <li>- High growth targets will be variable and related to the specific cohorts each year.</li> <li>- Increase high growth to above 30% (Similar schools achieving 27%)</li> <li>- Decrease low growth to below 20%</li> <li>- Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of school</li> </ul> <p>2019 Targets - Grade Five - NAPLAN - Numeracy</p> <ul style="list-style-type: none"> <li>- Band 5 or above From 98% to 100%</li> <li>- Band 6 or above From 75% to 95%</li> <li>- Band 7 or above From 42% to 50%</li> </ul> <p>2019 Targets - Grade 3 - NAPLAN - Numeracy</p> <ul style="list-style-type: none"> <li>- Band 3 or above From 94% to 100%</li> <li>- Band 4 or above From 80% to 95%</li> <li>- Band 5 or above From 63% to 75%</li> </ul> <p>Teacher Assessed - Numeracy</p> <p>At Level - 100%</p> <p>6 Months above - 50%</p> <p>12 Months above - 20%</p>
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capacity to deliver a numeracy curriculum that improves student outcomes
<b>Actions</b>	<ul style="list-style-type: none"> <li>- 2019 planning days</li> <li>- PLC inquiry with a continued focus on numeracy</li> <li>- Meeting schedule that has an emphasis on teaching and learning - Curriculum Teams, Team Planning and Teacher Workshops</li> <li>- Classroom Observation structure connected to PDPs and AIP</li> <li>- Student feedback embedded in numeracy to student engagement and quality of learning tasks</li> </ul>

	<ul style="list-style-type: none"> <li>- Monitoring and adjusting assessment schedule and scope and sequence</li> <li>- Continued focus on student to teacher conversations about numeracy (using this as assessment)</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- PLC Inquiry model that unpacks problems of practise to build teacher capacity and to improve student learning outcomes</li> <li>- More precise planning evident in unit planners and overviews</li> <li>- Authentic tasks that link units and target the proficiency strands</li> <li>- Teachers using evidence based research when planning for maths</li> <li>- Improved teacher confidence in using formative assessment when triangulating data (conversations, authentic tasks, anecdotal notes etc)</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- NAPLAN Growth data</li> <li>- Teacher judgement data</li> <li>- Observations and conversation (anecdotal notes, video)</li> <li>- Student feedback and actions</li> <li>- PDP goals</li> <li>- PLC minutes</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLCs Inquiry cycle - Numeracy focus	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Planning Documentation - Proficiency strands - Authentic tasks - Authentic assessment - Use of the scope and sequence - Use of HITS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All staff involved in professional development (PPD and Classroom Observations) to improve teaching and learning of Numeracy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To optimise student achievement in Spelling and Grammar			
<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>- Increase NAPLAN student growth to above the national average growth</li> <li>- High growth targets will be variable and related to the specific cohorts each year.</li> <li>- Increase high growth to above 25%</li> <li>- Decrease low growth to below 20%</li> <li>- Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of schools</li> </ul> <p>2019 Targets - Grade Five - NAPLAN - Writing</p> <ul style="list-style-type: none"> <li>- Band 5 or above From 92% to 95%</li> <li>- Band 6 or above From 64% to 70%</li> <li>- Band 7 or above From 26% to 30%</li> </ul> <p>2019 Targets - Grade 3 - NAPLAN - Writing</p> <ul style="list-style-type: none"> <li>- Band 3 or above From 99% to 100%</li> <li>- Band 4 or above From 93% to 95%</li> <li>- Band 5 or above From 86% to 90%</li> <li>- Band 6 or above From 35% to 40%</li> </ul>			
<b>KIS 1</b> Building practice excellence	Build teacher capacity to integrate spelling and grammar more effectively into the English curriculum and improve student outcomes			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Embed a whole school approach to teaching spelling (THRASS) &amp; grammar, relevant to students at APS &amp; connected to writing</li> <li>- Balance the teaching of vocabulary, spelling and writing</li> <li>- Focus on writing moderation for different purposes (spelling, future learning areas, progression points)</li> <li>- PLC inquiry with a continued focus on Spelling, THRASS and its connection to other curriculum areas</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Improved teacher knowledge of words</li> <li>- Ongoing data tracking through PLCs</li> <li>- Tasks meeting student needs and resulting in improved student outcomes (Engagement)</li> <li>- Improved teacher confidence in using student work samples as assessment</li> <li>- More precise planning evident in unit planners and overviews</li> </ul>			

	<ul style="list-style-type: none"> <li>- Teachers using evidence based research (THRASS) when planning</li> <li>- Implementation of THRASS throughout the school</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- PDP goals</li> <li>- NAPLAN Growth data</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLCs Inquiry cycle - Spelling, THRASS focus	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Planning Documentation - Authentic tasks - Authentic assessment - Use of the scope and sequence - Use of HITS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All staff involved in professional development (PPD and Classroom Observations) to improve teaching and learning of Spelling, THRASS.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To develop an inclusive whole school culture that fosters resilience and self-motivation			
<b>12 Month Target 3.1</b>	<p>Student attitude to School survey data 2018 to 2019 Targets</p> <ul style="list-style-type: none"> <li>- increase from 74% positive response to 80% positive response in relation to resilience</li> <li>- increase from 63% positive response to 70% positive response in relation to student voice and agency</li> <li>- to maintain positive response in relation to motivation and interest, above 80%</li> <li>- to maintain positive response in relation to self-regulation and goal setting, above 85%</li> </ul> <p>Parent survey:</p> <ul style="list-style-type: none"> <li>- to maintain positive response in relation to student motivation and support, above 80%</li> </ul>			

	<ul style="list-style-type: none"> <li>- to maintain positive response in relation to student agency and voice, above 80%</li> <li>- to maintain positive response in relation to confidence and resiliency skills, above 90%</li> </ul>			
<b>KIS 1</b> Vision, values and culture	For all stakeholders (students, teachers, families) to develop a deeper understanding of the school values and how they are demonstrated at Altona Primary School			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- All staff using the Personal and Social continuum to plan and assess</li> <li>- Renew and adjust school values to incorporate the students, teachers and school community</li> <li>- Prep to 2 curriculum in term 1 focus on P&amp;S learning</li> <li>- All classrooms establishing their learning environments that align to the school values and culture in term 1 and monitoring this throughout the year</li> <li>- Explore mentoring opportunities for our students</li> <li>- A more reflective approach to the attitude to school data, parent opinion survey and staff survey</li> <li>- Include gratitude as part of the school value</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students, teachers and school community aligned with their understanding and demonstration of school values and impact on culture</li> <li>- Increase in presence of gratitude throughout the school community</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Student Attitude to School Survey</li> <li>- Parent Opinion Survey</li> <li>- Staff Survey</li> <li>- Chronicle use through COMPASS</li> <li>- P&amp;S capabilities data</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Survey analysis and actions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Renewal of the school values	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <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	\$0.00	\$0.00
Additional Equity funding	\$15,400.00	\$15,400.00
<b>Grand Total</b>	<b>\$15,400.00</b>	<b>\$15,400.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
1 to 1 netbooks for disadvantaged students (5 students)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$4,000.00	\$4,000.00
Educational Support Staff to support individuals and small groups	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,000.00	\$8,000.00
CRT coverage to release staff to attend professional development, internal observations, planning etc.	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,400.00	\$3,400.00

	to: Term 4	<input checked="" type="checkbox"/> CRT		
<b>Totals</b>			\$15,400.00	\$15,400.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLCs Inquiry cycle - Numeracy focus	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Planning Documentation - Proficiency strands - Authentic tasks - Authentic assessment - Use of the scope and sequence - Use of HITS	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All staff involved in professional development (PPD and Classroom Observations) to improve teaching and learning of Numeracy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
PLCs Inquiry cycle - Spelling, THRASS focus	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Planning Documentation - Authentic tasks - Authentic assessment - Use of the scope and sequence - Use of HITS	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
All staff involved in professional development (PPD and Classroom Observations) to improve teaching and learning of Spelling, THRASS.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site



				<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	
Survey analysis and actions	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Renewal of the school values	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> On-site