

2020 Annual Implementation Plan

for improving student outcomes

Wales Street Primary School (3139)



Submitted for review by Jennifer Deeble (School Principal) on 18 December, 2019 at 12:47 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>LS in Literacy in the first year has seen an improvement in the development and implementation of the writing workshop model. A consistent approach to teaching writing has improved teacher capacity to deliver the model and build confidence in teacher judgement. Planners reflect the writing goals for each team and student goals have been developed to reflect areas of self improvement. More explicit teaching of writing for different purpose and genre variety. Sharing responsibility through the writing leaders from each team has built common practice and peer observation is implemented. Literacy LS has lead PD with whole staff to build capacity of teachers in writing. To be continued and embedded in 2020.</p> <p>Introduction of SPA as a portal for the collection and analysis of data has improved data literacy with the PLC and LS being trained to use the portal and analyse the data collected.</p> <p>PLC leaders have been trained in semester 2 after spending time in semester 1 familiarizing themselves with cohort data through SPA and preparing for their professional learning. PLC training has led to a plan for implementation on 2020 and restructure of the PLC and TL roles. PLC leaders placed across the schools to work with their team and one other to mentor other Team leaders</p>
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	<p>PMSS in its first year and some gains made through introduction of Challenging tasks and conceptual understandings with some teachers as models. To be rolled out in 2020 after successful trial with a key group across the school.</p> <p>MOL interview from grade F-2 and On Demand for grade 3-6 has provided opportunity to compare data with PAT. RRRR is being embedded into the Program of Inquiry and further auditing will occur with the transition to the new PYP planner documents and Units being reviewed in 2020 as part of the PYP Action Plan (following successful Evaluation in 2019). RRRR will need monitoring to ensure that it retains momentum. More staff have completed PD training in RRRR program and related topics.</p>
<p>Considerations for 2020</p>	<p>RRRR new leader for 2020 and focus on emotional literacy aspect in Learn to Learn program at the start of the year. Develop connections with UOI as it is being reviewed to align with the Enhanced PYP</p> <p>Camp program reviewed and stream lined to align with Social skills and PYP units whenever possible and smaller camps due to grade 4, 5 and 6 being run as separate camps. Camp fatigue and staffing large camps has been an issue this year. 1:1 program introduced and to be continued in grade 4 and 5. Continue to improve the links between home and school through the use of See Saw and digital portfolios in 2020 for grades 3/4 and 5.</p> <p>Student reflections trialed on semester reports for grade 6. Now to be rolled out across the school for lower grade levels as a feedback and reflection strategy for students to reflect on their goal setting.</p> <p>PLC leaders wil establish protocols for new PLC teams across the school to implement the inquiry cycle with their appointed teams.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To optimize the learning growth of every student in core curriculum within a culture of high expectations.
Target 1.1	<p>NAPLAN TARGETS –</p> <ul style="list-style-type: none"> • Maintain or Increase the percentage of students achieving above the expected level in Grade 3 : <ul style="list-style-type: none"> a. Grammar & Punctuation at 87% (2016) to 82% or better (2020) b. Numeracy from 80% (2016) to 80% or better (2020) c. Reading from 87% (2016) to 87% or better (2020) d. Spelling from 87% (2016) to 87% (2020) e. • Maintain or Increase the percentage of students achieving above the expected level in Grade 5 : <ul style="list-style-type: none"> a. Grammar & Punctuation at 79% (2016) to 79% or better (2020) b. Numeracy from 78% (2016) to 78% or better (2020) c. Reading from 89% (2016) to 89% or better (2020) d. Spelling from 86% (2016) to 86% (2020) e. • Encourage staff to complete the staff survey: <ul style="list-style-type: none"> a. Analysis of results which are used to draft improvement strategies on a yearly basis.
Key Improvement Strategy 1.a Curriculum planning and assessment	<ul style="list-style-type: none"> •Effectively use evidence and data through purposeful assessment strategies to drive teaching and learning at the identified point of student need. •Continue to develop and implement a whole school approach to the teaching and assessment of Mathematics, G&P and Writing. •Continue to build teacher capacity for high quality instructional practice that has high impact on student progress.
Goal 2	<ul style="list-style-type: none"> • To embed a consistent whole school approach on wellbeing, inclusion and engagement.
Target 2.1	

	<p>Learning confidence from 3.9 (2016 to 4.1)</p> <p>School connectedness from 4.2 (2016) to 4.3</p> <p>Stimulating Learning from 3.75 (2016) to 3.9</p> <p>Student motivation from 4.43 (2016) to 4.6</p> <p>To improve the Parent Opinion survey scores in:</p> <p>School Climate – Reporting from 4.5 to 5.53 (2016 percentage achieved 37.2)</p> <p>To exceed the state average of total student attendance and keep the average days absent to fewer than 10 for all students</p>
<p>Key Improvement Strategy 2.a Intellectual engagement and self-awareness</p>	<ul style="list-style-type: none"> Establish process with all teachers for Connecting feedback to data to inform teacher planning, increase learner agency and to better inform parents Continue to develop a positive school climate where relationships are based on mutual trust, clear communication and respectful, inclusive language.
<p>Key Improvement Strategy 2.b Intellectual engagement and self-awareness</p>	<ul style="list-style-type: none"> Build student knowledge and understanding of feedback tools for engagement and to enhance resilience.

Goal 3	<ul style="list-style-type: none"> To embed a consistent whole school approach on wellbeing, inclusion and engagement.
Target 3.1	<ul style="list-style-type: none"> Development of learning goals in three way conferences Evidence of visible learning in classrooms with student learning goals in planning and documentation. Embedding of the Respectful Relationships program.
Key Improvement Strategy 3.a Empowering students and building school pride	<ul style="list-style-type: none"> Embed a whole-school approach to student goal setting and reflection to improve student outcomes. Investigate methods for collecting data on the efficacy of wellbeing and resilience programs.
Key Improvement Strategy 3.b Empowering students and building school pride	<p>Expand the use of feedback tools with students and develop a range of regular self-assessment and goal setting strategies across the school.</p> <p>Continue to develop a positive school climate where relationships are based on mutual trust, clear communication and respectful, inclusive language.</p> <p>Build student voice, leadership and agency in own learning so that students have positive school experiences.</p>
Goal 4	<ul style="list-style-type: none"> To develop staff and student understanding of Learner Agency (FISO Priority : Positive climate for learning)
Target 4.1	<ul style="list-style-type: none"> Develop a whole school understanding and strategy around Learner Agency.

	<ul style="list-style-type: none"> • Have systems and structures in place by the end of 2019 to support student and staff implementation of agency d environments. • Develop feedback mechanisms for students and staff around agency.
<p>Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies</p>	<ul style="list-style-type: none"> • Employ the Amplify (DET) document as a means of establishing systems and structures for students and staff to use to improve agency. Use existing PLT and planning teams structures
<p>Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies</p>	<p>Embed a whole school approach to using feedback and explicit teaching (HITS strategy - DET).</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
To optimize the learning growth of every student in core curriculum within a culture of high expectations.	Yes	<p>NAPLAN TARGETS –</p> <ul style="list-style-type: none"> • Maintain or Increase the percentage of students achieving above the expected level in Grade 3 : <ul style="list-style-type: none"> a. Grammar & Punctuation at 87% (2016) to 82% or better (2020) b. Numeracy from 80% (2016) to 80% or better (2020) c. Reading from 87% (2016) to 87% or better (2020) d. Spelling from 87% (2016) to 87% (2020) e. • Maintain or Increase the percentage of students achieving above the expected level in Grade 5 : <ul style="list-style-type: none"> a. Grammar & Punctuation at 79% (2016) to 79% or better (2020) b. Numeracy from 78% (2016) to 78% or better (2020) c. Reading from 89% (2016) to 89% or better (2020) d. Spelling from 86% (2016) to 86% (2020) e. • Encourage staff to complete the staff survey: <ul style="list-style-type: none"> a. Analysis of results which are used to draft improvement strategies on a yearly basis.

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<ul style="list-style-type: none"> To embed a consistent whole school approach on wellbeing, inclusion and engagement. 	No	<p>Learning confidence from 3.9 (2016 to 4.1)</p> <p>School connectedness from 4.2 (2016) to 4.3</p> <p>Stimulating Learning from 3.75 (2016) to 3.9</p> <p>Student motivation from 4.43 (2016) to 4.6</p> <p>To improve the Parent Opinion survey scores in:</p> <p>School Climate – Reporting from 4.5 to 5.53 (2016 percentage achieved 37.2)</p> <p>To exceed the state average of total student attendance and keep the average days absent to fewer than 10 for all students</p>
<ul style="list-style-type: none"> To embed a consistent whole school approach on wellbeing, inclusion and engagement. 	Yes	<ul style="list-style-type: none"> Development of learning goals in three way conferences Evidence of visible learning in classrooms with student learning goals in planning and documentation. Embedding of the Respectful Relationships program.
<ul style="list-style-type: none"> To develop staff 	Yes	<ul style="list-style-type: none"> Develop a whole school understanding and strategy around Learner Agency.

<p>and student understanding of Learner Agency (FISO Priority : Positive climate for learning)</p>		<ul style="list-style-type: none"> • Have systems and structures in place by the end of 2019 to support student and staff implementation of a positive learning environments. • Develop feedback mechanisms for students and staff around agency.
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Goal 1	To optimize the learning growth of every student in core curriculum within a culture of high expectations.
12 Month Target 1.1	<p>Increase the percentage of year 3 students achieving in the top two bands for: NAPLAN Numeracy from 59 % to 64% according to similar schools data</p> <p>Increase the percentage of year 5 students achieving in the top two bands for: NAPLAN Numeracy from 52 % to 55% according to similar schools.</p> <p>Increase the percentage of year 3 students achieving in the top two bands for: NAPLAN Writing from 62 % to 66% according to similar schools data.</p> <p>Increase the percentage of year 5 students achieving in the top two bands for:</p>

	NAPLAN Writing from 33 % to 40% according to Similar schools data.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> •Effectively use evidence and data through purposeful assessment strategies to drive teaching and learning at the identified point of student need. •Continue to develop and implement a whole school approach to the teaching and assessment of Mathematics, G&P and Writing. •Continue to build teacher capacity for high quality instructional practice that has high impact on student progress. 	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>We are half way through the PMSS two year strategy to improve teaching of maths concepts and building teacher knowledge. We have stronger growth in year 5 than year 3 according to top 2 bands -similar school data. Need to unpack and develop consistency of practice across the school to improve in both cohorts. Introduction of Challenging tasks has been positive and needs to be developed further to whole school instructional model.</p> <p>Writing focus through the Learning Specialist role has brought a more consistent approach of the Writing workshop model across all areas of the school and the delegation of a writing champion to lead each PLT</p> <p>Targets are based and set on Panorama reports due to the SSP being in its last year.</p> <p>Embedding of best practice - writing workshop model to be the focus for 2020. Writing growth has improved - percentage of high relative gain between 2017-19- 35 % compared to 30 % of similar schools.</p> <p>Learning Specialist to introduce classroom libraries and the workshop model for reading in 2020.</p>	
Goal 2	<ul style="list-style-type: none"> • To embed a consistent whole school approach on wellbeing, inclusion and engagement. 	
12 Month Target 2.1	Learning goals to be developed in Literacy and Numeracy RRRR program is embedded in teacher planning/ planners and practice is consistent.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	<ul style="list-style-type: none"> Embed a whole-school approach to student goal setting and reflection to improve student outcomes. Investigate methods for collecting data on the efficacy of wellbeing and resilience programs. 	Yes
KIS 2 Empowering students and building school pride	Expand the use of feedback tools with students and develop a range of regular self-assessment and goal setting strategies across the school. Continue to develop a positive school climate where relationships are based on mutual trust, clear communication and respectful, inclusive language. Build student voice, leadership and agency in own learning so that students have positive school experiences.	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.	This goal was partially met in 2019 and should continue to be developed during the final year of the SSP. Would like to continue the improvement of student learning goals and develop consistency of practice in the area of Writing goals with students. AtoSS suggest that there is still work to do in the area of Student voice and agency- as teachers are still inconsistent in their understanding- 62% positive and 27% neutral suggests students are not sure and may not have explicit understanding of what agency looks and feels like in the classroom.= improvement area. 45% infer that they are experiencing bullying which has an impact on positive experience so this should be addressed Sense of connectedness is 79% and sense of confidence is 76% which could be better given our demographic and programs in place.	
Goal 3	<ul style="list-style-type: none"> To develop staff and student understanding of Learner Agency (FISO Priority : Positive climate for learning) 	
12 Month Target 3.1	Increase the percentage of positive endorsements for the following AToSS: Student agency and voice from 62% to 72% Increase the percentage of positive endorsements for the following AToSS: Stimulating learning environment from 73% to 80 %	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	<ul style="list-style-type: none"> Employ the Amplify (DET) document as a means of establishing systems and structures for students and staff to use to improve agency. Use existing PLT and planning teams structures 	Yes

KIS 2 Evidence-based high-impact teaching strategies	Embed a whole school approach to using feedback and explicit teaching (HITS strategy - DET).	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.	We are still working on building teacher capacity in using feedback to inform teaching. Use of SPA as a tool for collecting and using data to inform teaching is still a work in progress. PLC strategy implemented in semester 2 in 2019 will see full implementation in 2020 with PLC in place. AtoSS survey data needs to be discussed and analysed to be more consistent across years 4- Further PD on Learner agency to build teacher understanding of what and how it is consistent across the school. Enhanced PYP to be introduced over next 2 years as IB transitions to new model- as it is now centered on student agency and we have completed Evaluation in 2019 and a new Action Plan being developed for 2020. Progress against the SSP is measured differently through the Panorama report- looking at analysing the data against similar schools and top 2 bands. Amplify document still to be used and implemented and aligned with PYP	

Define Actions, Outcomes and Activities

Goal 1	To optimize the learning growth of every student in core curriculum within a culture of high expectations.
12 Month Target 1.1	<p>Increase the percentage of year 3 students achieving in the top two bands for: NAPLAN Numeracy from 59 % to 64% according to similar schools data</p> <p>Increase the percentage of year 5 students achieving in the top two bands for: NAPLAN Numeracy from 52 % to 55% according to similar schools.</p> <p>Increase the percentage of year 3 students achieving in the top two bands for: NAPLAN Writing from 62 % to 66% according to similar schools data.</p> <p>Increase the percentage of year 5 students achieving in the top two bands for: NAPLAN Writing from 33 % to 40% according to Similar schools data.</p>
KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> •Effectively use evidence and data through purposeful assessment strategies to drive teaching and learning at the identified point of student need. •Continue to develop and implement a whole school approach to the teaching and assessment of Mathematics, G&P and Writing. •Continue to build teacher capacity for high quality instructional practice that has high impact on student progress.
Actions	Continue implementation of the Challenging tasks through the PMSS leaders Implement Professional Learning Communities in 2020
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • understand the characteristics of high-quality PLCs • engage in regular conversations about student learning in numeracy • use PLC time to evaluate the impact of teaching on student outcomes in numeracy • give and receive feedback. <p>Leaders will:</p>

	<ul style="list-style-type: none"> communicate high expectations about the PLC program use multiple sources of evidence to track implementation of PLCs including barriers and enablers model how to give and receive feedback with staff, prioritize strategic resourcing of PLCs. 			
Success Indicators	<p>Teachers:</p> <ul style="list-style-type: none"> PLC notes/minutes evidence used within PLC to evaluate impact of teaching on student outcomes Staff Survey data for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice to improve by 5% <p>Leaders:</p> <ul style="list-style-type: none"> minutes/agendas/presentations from staff meetings survey data, observations or other evidence related to PLC implementation notes/records of conversations where feedback has been given/received (e.g. PDP conversations); 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a structure and protocols for PLCs for 2020	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff to complete workshop in analysing and using data collected on SPA.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	<ul style="list-style-type: none"> To embed a consistent whole school approach on wellbeing, inclusion and engagement. 			
12 Month Target 2.1	Learning goals to be developed in Literacy and Numeracy RRRR program is embedded in teacher planning/ planners and practice is consistent.			

KIS 1 Empowering students and building school pride	<ul style="list-style-type: none"> • Embed a whole-school approach to student goal setting and reflection to improve student outcomes. • Investigate methods for collecting data on the efficacy of wellbeing and resilience programs.
Actions	Develop a whole school understanding of the Rights and Responsibilities- Ramon Lewis framework to be revisited to ensure consistent approach across the whole school. Develop a whole school agreement on the expectations using student goal setting and reflection to improve student outcomes
Outcomes	Students will: <ul style="list-style-type: none"> • be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes • be able to identify the Ramon Lewis Rights and Responsibilities in action (e.g. specific examples in their classes) • demonstrate behaviours consistent with the school's expected behaviours Teachers will: <ul style="list-style-type: none"> • understand what the expectations for student goal setting • consistently implement Ramon Lewis RR within classes and at all times • model positive and respectful relationships • develop individual plans to support students displaying Tier Two and Tier Three behaviours Leaders will: <ul style="list-style-type: none"> • model positive and respectful relationships at all times • have a strong knowledge of Ramon Lewis RR • regularly monitor implementation and effectiveness of behaviour management through Compass Chronicles • support staff to use effective classroom practices
Success Indicators	Students: <ul style="list-style-type: none"> • AtoSS data • conversations with teachers/leaders during learning walks • feedback from teachers and parents in relation to achievement of goals Teachers: <ul style="list-style-type: none"> • records of individual interventions or plans for students on Chronicle • notes from learning walks/classroom observations • Planners and Learn to Learn unit Leaders: <ul style="list-style-type: none"> • minutes from meetings and professional learning

	<ul style="list-style-type: none"> notes from support staff with specific incidents notes from learning walks/classroom observations Compass data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and develop professional learning on Ramon Lewis Rights and Responsibilities	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Expand the use of feedback tools with students and develop a range of regular self-assessment and goal setting strategies across the school. Continue to develop a positive school climate where relationships are based on mutual trust, clear communication and respectful, inclusive language. Build student voice, leadership and agency in own learning so that students have positive school experiences.			
Actions	Implement Challenging tasks and conceptual understanding in Numeracy across the school to improve consistency of practice and student outcomes.			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> Apply identified numeracy strategies within their work Be able to respond to feedback from peers and teachers to improve their conceptual understanding of maths concepts Demonstrate the 'zone of confusion' and apply to problem solving to improve their self confidence in Maths Be able to articulate their learning through feedback and sharing <p>Teachers will:</p> <ul style="list-style-type: none"> understand the structure of the numeracy lesson model and teach through the Challenging task model engage in regular conversations about student learning in Maths use PMSS time to evaluate the impact of teaching on student outcomes seek and receive feedback from PMSS leaders <p>Leaders will:</p> <ul style="list-style-type: none"> communicate high expectations about the use of Challenging tasks and feedback use multiple sources of evidence to track implementation of the PMSS Maths model 			

	<ul style="list-style-type: none"> model how to give and receive feedback with staff 			
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> rich assessment tasks and learning tasks individual learning goal records <p>Teachers:</p> <ul style="list-style-type: none"> PDP notes reflecting on progress in implementing agency in learning lesson plans curriculum plans <p>Leaders:</p> <ul style="list-style-type: none"> minutes from staff meetings professional learning presentations on PMSS maths strategies agendas/minutes from SIT meetings notes from classroom observations 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional development on student goal setting and using Compass to record goals and reflections	<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
Monitor and document the second year implementation of the PMSS and impact on teacher confidence in Maths teaching and consistency	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	<ul style="list-style-type: none"> To develop staff and student understanding of Learner Agency (FISO Priority : Positive climate for learning) 			
12 Month Target 3.1	Increase the percentage of positive endorsements for the following AToSS: Student agency and voice from 62% to 72%			

	Increase the percentage of positive endorsements for the following AToSS: Stimulating learning environment from 73% to 80 %
KIS 1 Evidence-based high-impact teaching strategies	<ul style="list-style-type: none"> Employ the Amplify (DET) document as a means of establishing systems and structures for students and staff to use to improve agency. Use existing PLT and planning teams structures
Actions	<p>Develop a whole school understanding of what student agency in learning looks like and align with the PYP enhanced model</p> <p>Identify opportunities to activate student agency in learning</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Be able to identify specific examples of agency in learning in their classes set goals in literacy and numeracy and assess their progress through reflection statements each semester develop their own lines of inquiry in one UOI per year for grade 4-6 reflect on their learning and share through digital platforms <p>Teachers will:</p> <ul style="list-style-type: none"> be able to articulate what student agency in learning looks like in their classroom Explicitly teach students to set their own goals and reflect on their progress. Develop feedback strategies to support student understanding of their learning <p>Leaders will:</p> <ul style="list-style-type: none"> Support teachers to develop their planning to reflect the opportunities for student agency Provide professional development to build teacher understanding of student agency Focus the SIT and PLC to include student agency in school improvement strategies and build teacher capacity
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> Individual reflection included in semester reports and portfolios Increased engagement in ILT and Exhibition <p>Teachers</p> <ul style="list-style-type: none"> PDP notes reflect on progress in implementing agency in learning Planning documents <p>Leaders:</p> <ul style="list-style-type: none"> Minutes from meetings of SIT and PLC Use of Google classroom as portal for professional learning

	<ul style="list-style-type: none"> Observations and walk throughs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the Enhanced PYP and new planner to reflect Student agency connections in planning	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development in Conceptual Understanding by IBEN	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Embed a whole school approach to using feedback and explicit teaching (HITS strategy - DET).			
Actions	Professional learning in the Literacy workshop model aligned with the HITS and Pedagogical model			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> Apply identified literacy strategies within their work Be able to respond to feedback from peers and teachers to improve their writing Demonstrate behaviours that support the introduction of the classroom libraries Be able to articulate their learning through conferencing and feedback <p>Teachers will:</p> <ul style="list-style-type: none"> understand the structure of the workshop model in Writing and Reading engage in regular conversations about student learning in Reading and Writing use PLC time to evaluate the impact of teaching on student outcomes in Writing give and receive feedback. <p>Leaders will:</p>			

	<ul style="list-style-type: none"> • communicate high expectations about the use of feedback and the HITs • use multiple sources of evidence to track implementation of the workshop model • model how to give and receive feedback with staff 			
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> • student work samples • moderated assessment samples • pre- and post-testing. <p>Teachers:</p> <ul style="list-style-type: none"> • lesson and unit plans • notes from learning walks • samples of pre- and post-testing tasks • evidence of delivered professional learning • pre- and post-testing of students • lesson and unit plans • student work samples • moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> • evidence of delivered professional learning • notes from learning walks/observations 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a whole school approach to Reading and Writing workshop models	<input checked="" type="checkbox"/> All Staff <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

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	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

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

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a structure and protocols for PLCs for 2020	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
All staff to complete workshop in analysing and using data collected on SPA.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide professional development on student goal setting and using Compass to record goals and reflections	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Monitor and document the second year implementation of the PMSS and impact on teacher confidence in Maths teaching and consistency	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

Implement the Enhanced PYP and new planner to reflect Student agency connections in planning	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Professional development in Conceptual Understanding by IBEN	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants IBEN educator in PYP	<input checked="" type="checkbox"/> On-site
Develop a whole school approach to Reading and Writing workshop models	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site