2019 Annual Implementation Plan

for improving student outcomes

Mckinnon Primary School (4366)

Submitted for review by Simone Eirth (School Principal) on 17 December, 2018 at 04:41 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 18 December, 2018 at 07:25 AM
Endorsed by Carly Griffen (School Council President) on 29 December, 2018 at 11:47 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	**Key Directions for 2019** - Complete School Review and create Strategic Plan -Review of communicating student achievement with parents - Continual explicit connection FISO, SSP, AIP, PDP to staff - Consistency across all areas of curriculum, assessment and student wellbeing strategies - Use of HITS to embed consistency of teacher practice - Increase of frequency of classroom observations connected to HITS and strategic plan providing feedback to improve instruction - Embedding 5 teacher and student questions - Build consistent process of building in student voice and agency - Build consistency and understanding of using informative data to inform teaching - Planning, organisation and connection to PYP and Vic Curriculum for students visit to sister school - Targeting of EAL support for students

Considerations for 2019	- HITS - metacognition and differentiated success criteria. - Developing consistency of practice across: Structured word inquiry, 6+1 Traits and CAFE - Whole School Plan has been developed for Mathematics based on the learning and collaboration from the Leading Maths at Bastow. - Implementing rigorous induction process with handovers including planning sessions, induction of team leaders and new staff. - Consistency in using data to inform practice and review the use of formative assessment to inform practice. - Embed the use of conferencing strategy to provide feedback and support students to recognise success and identify next step learning. - Learning Walks will focus on metacognition and the differentiation of success criteria. - Review and embed consistent practices in the 'Building a Learning Community' unit to commence the year. This will include new wellbeing initiatives from 2018, as well as initiatives from English and Maths. Non-negotiables around classroom displays to support these areas. - School wide behaviour expectations launched to the whole school community. - Increased emphasis on trans-disciplinary skills and their explicit teaching support for theses. - Student goals have a closer alignment with trans-disciplinary skills and are planned for in shorter term increments appropriate to learning at certain times of the year. - Implementing the digital technologies scope and sequence from F-6. - Utlising new resources purchased for STEM. - Continue to build targeted strategies to lift attendance based on individual student needs and 2018 data. - Year Level information nights to build consistency, community and communication to families.

SSP Goals Targets and KIS

Goal 1	To optimise student learning outcomes across the school particularly in English and Mathematics.
Target 1.1	- Ensuring the majority of students will achieve 14 months growth in all areas of English and Mathematics in a calendar year based on Victorian Curriculum. - Numeracy relative growth data to be 35% or above (2015 19.1%) - Reading relative growth data to be 26% high growth (2015 28.6%) - Writing relative growth data to be 32% growth (2015 26.3%) 100% of Foundation Level (deemed capable) students reading at an accuracy level of 96% and above, at Level 7 with satisfactory comprehension. 100% of Level 1 students (deemed capable) reading at an accuracy level of 96% and above, at Level 17 with satisfactory comprehension. 100% of Level 2 students (deemed capable) reading at an accuracy level of 96% and above, at Level 22 with satisfactory comprehension.
Key Improvement Strategy 1.a Evaluating impact on learning	To improve the differentiation practice to meet the needs of all students through the cycle of documented assessment, curriculum planning, and shared pedagogical practices.
Goal 2	To improve student engagement levels in all areas of the curriculum. Engage students through the transdisciplinary approach of the PYP framework and Cross Curriculum Priorities (Aboriginal and Torres Strait Islander History and Cultures, Asia and Australia's Engagement with Asia and Sustainability) of the National Curriculum with particular emphasis on Science.
Target 2.1	100% of students participating in differentiated explicit Teaching and Learning in Mandarin (languages), Foundation to Year 6. - Based on McKinnon Primary School Assessment model all students will show an individual improvement level on an annual basis for Mandarin. - Formalising and embedding the Mandarin Engagement Program in Year 3. 100% of students participate in surveys about their attitude towards the Units of Inquiry as part of the IB Curriculum.

	Cohort Comparison:
	• To improve the student satisfaction level to Stimulating Learning of the Attitudes to School Survey to be at 4 or above compared to 2014 at 3.85 in Year 6. • To improve the results of the variable; 'School Connectedness' of the Students Attitudes to School Survey, to be at or above state mean. • Based on the McKinnon Primary School Leadership Program feedback the majority of students will indication satisfaction with the Student Leadership Program. • Improve the use and frequency of digital technologies with the classroom as reflected in data from the ePotential Survey (DET) McKinnon Primary School teacher survey. • To increase the presence and focus of Science in the Units of Inquiry F-6. • Continue to embed the Cross Curriculum Priorities of the National Curriculum across the Curriculum F-6.
Key Improvement Strategy 2.a Empowering students and building school pride	To increase student connectedness to all aspects of school life: curriculum, social and community.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Improve student engagement through the increased focus on Science and cross-curricular priorities to foster their connectedness to the local, national and global community.
Goal 3	To provide a supportive, safe and stimulating environment for all students.
Target 3.1	• Ensure that Student Wellbeing question areas (particularly Student Morale) in the Students Attitudes to School Survey are above State means and improve annually. • Parent Opinion Survey means in the overall school General Satisfaction are at or above State mean and improve annually. • Student attendance levels for Foundation to Year 6 are above State wide levels. • Staff satisfaction levels are at or above State mean and school results improve annually.
Key Improvement Strategy 3.a Health and wellbeing	Improve student resilience areas by implementing the DET Building Resilience Program.

Goal 4	To ensure that all school resources (physical, financial and human) are directed to maximising students' performance levels.
Target 4.1	**By 2018:** • Parent Opinion survey response rates improve annually. • Parent Opinion survey in all domains are above state wide mean and improve annually. • Staff satisfaction levels based on general satisfaction are above the state wide mean annually. • School audit reports from 2016 are all satisfactory and approved by school council. • Financial reporting will meet departmental guidelines on an annual basis.
Key Improvement Strategy 4.a Building practice excellence	To ensure staff professional development is targeted at the identified needs of teachers and in line with the strategic intent.
Key Improvement Strategy 4.b Global citizenship	To explore and establish strategic partnership to enhance student outcomes.
Key Improvement Strategy 4.c Building leadership teams	To build the leadership capacity to drive the school improvement agenda.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To optimise student learning outcomes across the school particularly in English and Mathematics.	Yes	• Ensuring the majority of students will achieve 14 months growth in all areas of English and Mathematics in a calendar year based on Victorian Curriculum. • Numeracy relative growth data to be 35% or above (2015 19.1%) • Reading relative growth data to be 26% high growth (2015 28.6%) • Writing relative growth data to be 32% growth (2015 26.3%) • 100% of Foundation Level (deemed capable) students reading at an accuracy level of 96% and above, at Level 7 with satisfactory comprehension. • 100% of Level 1 students (deemed capable) reading at an accuracy level of 96% and above, at Level 17 with satisfactory comprehension. • 100% of Level 2 students (deemed capable) reading at an accuracy level of 96% and above, at Level 22 with satisfactory comprehension.	**To increase student learning in:** 35% high growth in Reading (NAPLAN 28.6% 2015) 35% high growth in Writing (NAPLAN 26.3 in 2015) 35% high growth in Numeracy (NAPLAN 19.1% in 2015) To increase students by 5% who are operating above the expected level in Reading. To increase students by 5% who are operating above the expected level in Writing. To increase students by 5% who are operating above the expected level in Number. Specialist Team target - To have 30% of all students operating above the expected level.
To improve student engagement levels in all areas of the curriculum. Engage students through the transdisciplinary approach of the PYP framework and Cross Curriculum Priorities (Aboriginal and Torres Strait Islander History and Cultures, Asia	Yes	• 100% of students participating in differentiated explicit Teaching and Learning in Mandarin (languages), Foundation to Year 6. • Based on McKinnon Primary School Assessment model all students will show an individual improvement level on an annual basis for Mandarin.	Increase Student Voice and Agency in the Students Attitude to School Survey compared to 2017 of 83% Increase Learning Confidence in the Students Attitude to School Survey compared to 2017 of 85%

and Australia's Engagement with Asia and Sustainability) of the National Curriculum with particular emphasis on Science.		• Formalising and embedding the Mandarin Engagement Program in Year 3. • 100% of students participate in surveys about their attitude towards the Units of Inquiry as part of the IB Curriculum. • Cohort Comparison: • To improve the student satisfaction level to Stimulating Learning of the Attitudes to School Survey to be at 4 or above compared to 2014 at 3.85 in Year 6. • To improve the results of the variable; 'School Connectedness' of the Students Attitudes to School Survey, to be at or above state mean. • Based on the McKinnon Primary School Leadership Program feedback the majority of students will indication satisfaction with the Student Leadership Program. • Improve the use and frequency of digital technologies with the classroom as reflected in data from the ePotential Survey (DET) McKinnon Primary School teacher survey. • To increase the presence and focus of Science in the Units of Inquiry F-6. • Continue to embed the Cross Curriculum Priorities of the National Curriculum across the Curriculum F-6.	Increase Stimulating Learning in the Students Attitude to School Survey compared to 2017 of 87% To decrease absent school mean below 13.33 (2016)
To provide a supportive, safe and stimulating environment for all students.	No	• Ensure that Student Wellbeing question areas (particularly Student Morale) in the Students Attitudes to School Survey are above State means and improve annually. • Parent Opinion Survey means in the overall school General Satisfaction are at or above State mean and improve annually. • Student attendance levels for Foundation to Year 6 are above State wide levels. • Staff satisfaction levels are at or above State mean and school results improve annually.	
To ensure that all school resources (physical, financial and human) are directed to maximising students' performance levels.	No	**By 2018** • Parent Opinion survey response rates improve annually. • Parent Opinion survey in all domains are above state wide mean and improve annually.	

		• Staff satisfaction levels based on general satisfaction are above the state wide mean annually. • School audit reports from 2016 are all satisfactory and approved by school council. • Financial reporting will meet departmental guidelines on an annual basis.	

Goal 1	To optimise student learning outcomes across the school particularly in English and Mathematics.	
12 Month Target 1.1	To increase student learning in 35% high growth in Reading (NAPLAN 28.6% 2015) 35% high growth in Writing (NAPLAN 26.3 in 2015) 35% high growth in Numeracy (NAPLAN 19.1% in 2015) To increase students by 5% who are operating above the expected level in Reading. To increase students by 5% who are operating above the expected level in Writing. To increase students by 5% who are operating above the expected level in Number. Specialist Team target - To have 30% of all students operating above the expected level.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	To improve the differentiation practice to meet the needs of all students through the cycle of documented assessment, curriculum planning, and shared pedagogical practices.	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.	In Term 1 we will be completing our school review. As a team we worked extremely hard to meet our 2018 AIP goals unfortunately we did not. However we have built a very strong foundation in the last two years and are looking forward to consolidating and building consistency across the school in all areas. This has been voiced in many different forums and the importance of refraining from introducing new initiatives. It has also become apparent through the review process and the Staff Survey that staff need more support to analyse data (63.41%).	

Goal 2	To improve student engagement levels in all areas of the curriculum. Engage students through the transdisciplinary approach of the PYP framework and Cross Curriculum Priorities (Aboriginal and Torres Strait Islander History and Cultures, Asia and Australia's Engagement with Asia and Sustainability) of the National Curriculum with particular emphasis on Science.	
12 Month Target 2.1	Increase Student Voice and Agency in the Students Attitude to School Survey compared to 2017 of 83% Increase Learning Confidence in the Students Attitude to School Survey compared to 2017 of 85% Increase Stimulating Learning in the Students Attitude to School Survey compared to 2017 of 87% To decrease absent school mean below 13.33 (2016)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To increase student connectedness to all aspects of school life: curriculum, social and community.	Yes
KIS 2 Intellectual engagement and self-awareness	Improve student engagement through the increased focus on Science and cross-curricular priorities to foster their connectedness to the local, national and global community.	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.	We have begun this work but need to embed it. Our data demonstrates there is still improvement to be made and we haven't achieved our Strategic Plan Goals. Feedback from staff also support this.	

Define Actions, Outcomes and Activities

Goal 1	To optimise student learning outcomes across the school particularly in English and Mathematics.
12 Month Target 1.1	To increase student learning in 35% high growth in Reading (NAPLAN 28.6% 2015) 35% high growth in Writing (NAPLAN 26.3 in 2015) 35% high growth in Numeracy (NAPLAN 19.1% in 2015) To increase students by 5% who are operating above the expected level in Reading. To increase students by 5% who are operating above the expected level in Writing. To increase students by 5% who are operating above the expected level in Number. Specialist Team target - To have 30% of all students operating above the expected level.
KIS 1 Evaluating impact on learning	To improve the differentiation practice to meet the needs of all students through the cycle of documented assessment, curriculum planning, and shared pedagogical practices.
Actions	Embed understanding and implementation of the teaching and learning model, evidence-based pedagogy and assessment to support the effective differentiation of student learning. Embed a culture of learning and improvement to engage leaders, teachers and students in their growth and achievement.
Outcomes	STUDENTS: •can articulate the goals of each lesson, and how they will know if they have successfully achieved them •can understand and self-assess their progress, and articulate what they need to learn next •can explain concepts to peers and record their understanding in multiple ways •discuss their progress during conferencing and explain how this supports their learning •provide regular feedback in a variety of ways to teachers about the effectiveness of their practice and their learning needs. TEACHERS: •demonstrate a deep knowledge of how skills develop in early childhood through to adolescence • plan and implement lessons that include 'multiple exposures' to new knowledge •provide opportunities for students to record and present concepts to peers •conduct conferences to support students to discuss their progress and identify their next learning goal •work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes •analyse student data to reflect and review the impact of their practice on learning outcomes •identify and adopt differentiated pedagogical practices that meet the learning needs of their students. LEADERS •provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during observations •support staff through professional learning and coaching conversations to deepen their understanding of the

	development of skills in students •model the use of the school's instructional model for the Professional Learning presented to staff •facilitate and support collaborative practices across the school *self reflect against HITS continuum of practice and collect data on pre and post achievement. COMMUNITY *Make connections to student learning and are supported with resources to support their child's learning *Understand and support the direction of key areas of English, Maths and PYP by engaging in conversations around learning with children.
Success Indicators	Naplan Student Achievement Data Staff Survey - Analysing data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop assessment strategies to monitor and measure effective teaching and learning. Target HITS - metacognition and differentiated success criteria.	☑ All Staff ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Team Leader(s)	☑ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☐ Equity funding will be used
Developing consistency of practice across: Structured Word Inquiry, 6+1 Writing Traits and CAFE Reading.	☑ All Staff ☑ Learning Specialist(s) ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used
Whole School Plan has been developed for Mathematics based on the learning and collaboration from the Leading Maths at Bastow. The plan is attached.	☑ Leadership Team ☑ Numeracy Leader ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used

Implementing rigorous induction process with handovers including planning sessions, induction of team leaders and new staff.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$500.00 ☐ Equity funding will be used
Develop greater consistency in analysing and using data to inform practice. A targeted focus on team leaders' practice and skills in this area will support this process by making it part of regular planning sessions.	☑ All Staff ☑ Learning Specialist(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☐ Equity funding will be used
Review the use of formative assessment to inform practice.	☑ All Staff ☑ PLT Leaders	☑ PLP Priority	from: Term 2 to: Term 4	$7,000.00 ☐ Equity funding will be used
Embed the use of conferencing strategy to provide effective feedback and support students to recognise success and identify next step learning.	☑ All Staff ☑ PLT Leaders ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Review mind map of learning culture and share professional reading with staff. The use of consultants will further support and guide this.	☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used
Non-negotiables document created for Mathematics, English and PYP and monitored by leaders.	☑ All Staff ☑ Leadership Team ☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Ensuring the reflection tool of 'five teacher and student questions' is used across the school to support metacognition of teaching and student learning.	☑ All Staff ☑ Learning Specialist(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Review of current reporting process to more effectively meet the needs of parents, teachers and students.	☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☐ Equity funding will be used
Engage in a variety of classroom observation, self reflection and team teaching to improve practice across literacy and numeracy by seeking feedback from leadership including learning specialists and team leaders.	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Employment of Leading Teacher to lead English, literacy support and EAL	☑ Leadership Team ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used

Goal 2	To improve student engagement levels in all areas of the curriculum. Engage students through the transdisciplinary approach of the PYP framework and Cross Curriculum Priorities (Aboriginal and Torres Strait Islander History and Cultures, Asia and Australia's Engagement with Asia and Sustainability) of the National Curriculum with particular emphasis on Science.
12 Month Target 2.1	Increase Student Voice and Agency in the Students Attitude to School Survey compared to 2017 of 83%

	Increase Learning Confidence in the Students Attitude to School Survey compared to 2017 of 85%
	Increase Stimulating Learning in the Students Attitude to School Survey compared to 2017 of 87%
	To decrease absent school mean below 13.33 (2016)
KIS 1 Empowering students and building school pride	To increase student connectedness to all aspects of school life: curriculum, social and community.
Actions	Embed practice of student voice and agency across the school.
Outcomes	STUDENTS: • can articulate what they need to do build a safe and supportive learning community and know what their responsibilities are • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can use technology to design, create and communicate • can explain their thinking process and the strategies they used • can challenge stereotypes presented in media and understand impact they may have • can identify and model ways to maintain their own wellbeing • attend school regularly. TEACHERS: • demonstrate a deep knowledge of STEM strategies for implementation by incorporating Science, Technology, Engineering and Mathematics into planning • plan and implement lessons including 'multiple exposures' to new knowledge • provide opportunities for students to engage with digital systems, creating digital solutions using digital technologies and analysing data and information • use a range of questioning strategies and thinking tools to promote cognitive challenge • work collaboratively with colleagues to identify high performing students planning units to meet their needs • identify and adopt differentiated pedagogical practices that meet the learning needs of their students that are authentic • explicitly teach and assess transdisciplinary skills engaging students in this • create a structure of wellbeing strategies for students to use • monitor absence data, late arrivals contacting families regarding impact on learning. LEADERS • provide feedback through observation feedback cycle • support staff through professional learning and coaching conversations. COMMUNITY * Show engagement in activities held across the school * Demonstrate a greater understanding of key curriculum initiatives implemented across the school * Have a greater understanding of supports available to their child in terms of wellbeing, learning needs * Engage in effective communication processes at different levels of the school.

Success Indicators	Student Attitude to School Survey Parent Survey				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Year Level information nights to build consistency, community and communication to families.		☑ Leadership Team ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 1	$500.00 ☐ Equity funding will be used
Review and embed consistent practices in the 'Building a Learning Community' unit to commence the year. This will include new wellbeing initiatives from 2018, as well as initiatives from English and Maths. Non-negotiables around classroom displays to support these areas.		☑ Leadership Team ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Learning Walks will focus on metacognition and the differentiation of success criteria.		☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used
Work with all stakeholders to create whole school overview of Student Wellbeing practices based around positive education with vision and expectations embedded.		☑ Leadership Team ☑ Teacher(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used
Increased emphasis on the PYP transdisciplinary skills and their explicit teaching and reporting as well as greater balance of these skills mapped from F-6 to ensure sufficient coverage of all skills. Student goals have a closer alignment with transdisciplinary skills		☑ PLT Leaders ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00

and are planned for in shorter term increments appropriate to learning at targeted times of the year.				☐ Equity funding will be used
Implementing the digital technologies scope and sequence from F-6.Utilising new resources purchased for STEM.	☑ PLT Leaders ☑ Teacher(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Continue to track and build targeted strategies to lift attendance levels based on individual student needs and 2018 data.	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Create a whole school outline of how and where student voice and learner agency fits in our school across all areas.	☑ Leadership Team ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☐ Equity funding will be used
Embracing intercultural understanding and international-mindedness through reciprocal Sister School visits between China and McKinnon as well as through activities and initiatives developed from our involvement in the Intercultural Champions Pilot project in 2018-19.	☑ Leadership Team ☑ Teacher(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 2 to: Term 4	$6,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$100,000.00	$6,704.10
Additional Equity funding	$0.00	$0.00
Grand Total	$100,000.00	$6,704.10

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Employment of Leading Teacher to lead English, literacy support and EAL	from: Term 1 to: Term 4	☑ School-based staffing	$100,000.00	$6,704.10
Totals			$100,000.00	$6,704.10

Additional Equity spend

Outline here any additional Equity spend for 2019	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 assessment strategies to monitor and measure effective teaching and learning. Target HITS - metacognition and differentiated success criteria.	☑ All Staff ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Team Leader(s)	from: Term 2 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Developing consistency of practice across: Structured Word Inquiry, 6+1 Writing Traits and CAFE Reading.	☑ All Staff ☑ Learning Specialist(s) ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Literacy Leaders	☑ On-site
Whole School Plan has been developed for Mathematics based on the learning and collaboration from the Leading Maths at Bastow. The plan is attached.	☑ Leadership Team ☑ Numeracy Leader ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Bastow program/course	☑ On-site

Develop greater consistency in analysing and using data to inform practice. A targeted focus on team leaders' practice and skills in this area will support this process by making it part of regular planning sessions.	☑ All Staff ☑ Learning Specialist(s) ☑ Team Leader(s)	from: Term 2 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Maths/Sci Specialist ☑ Departmental resources Data coach	☑ On-site
Review the use of formative assessment to inform practice.	☑ All Staff ☑ PLT Leaders	from: Term 2 to: Term 4	☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Embed the use of conferencing strategy to provide effective feedback and support students to recognise success and identify next step learning.	☑ All Staff ☑ PLT Leaders ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Review mind map of learning culture and share professional reading with staff. The use of consultants will further support and guide this.	☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ External consultants Brendan Spilane	☑ On-site
Ensuring the reflection tool of 'five teacher and student questions' is used across the school to support metacognition of teaching and student learning.	☑ All Staff ☑ Learning Specialist(s) ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

Review of current reporting process to more effectively meet the needs of parents, teachers and students.	☑ Leadership Team	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Engage in a variety of classroom observation, self reflection and team teaching to improve practice across literacy and numeracy by seeking feedback from leadership including learning specialists and team leaders.	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Leadership partners ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
Learning Walks will focus on metacognition and the differentiation of success criteria.	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
Work with all stakeholders to create whole school overview of Student Wellbeing practices based around positive education with vision and expectations embedded.	☑ Leadership Team ☑ Teacher(s) ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day	☑ Teaching partners ☑ Leadership partners	☑ On-site

Implementing the digital technologies scope and sequence from F-6. Utilising new resources purchased for STEM.	☑ PLT Leaders ☑ Teacher(s) ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Leadership partners	☑ On-site
Create a whole school outline of how and where student voice and learner agency fits in our school across all areas.	☑ Leadership Team ☑ PLT Leaders ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners	☑ On-site
Embracing intercultural understanding and international-mindedness through reciprocal Sister School visits between China and McKinnon as well as through activities and initiatives developed from our involvement in the Intercultural Champions Pilot project in 2018-19.	☑ Leadership Team ☑ Teacher(s) ☑ Team Leader(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Leadership partners ☑ Departmental resources BASTOW/Intercultural Champions resources and contacts	☑ On-site