

# 2019 Annual Implementation Plan

## for improving student outcomes

Kallista Primary School (3993)



Submitted for review by Christine Finighan (School Principal) on 26 February, 2019 at 06:19 PM  
Endorsed by Denise Kotsikas (Senior Education Improvement Leader) on 08 March, 2019 at 12:31 PM  
Endorsed by Richard Hecker (School Council President) on 30 March, 2019 at 06:06 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	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	Evolving moving towards Embedding

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

<b>Enter your reflective comments</b>	<p>Building practice excellence and curriculum practice and assessment- Two teachers on SIT have undertaken PL to help their leadership i curriculum areas this year- Sonja Winkler (DET numeracy PL) and Kate Nadji (Bastow Leading Literacy). Simone Patterson undertook Learning to Lead with Network. The EIL, Nicole Rheumer , has also been very influential in building the capacity of Kate in particular to lead Literacy planning, teaching and assessment across the school.</p> <p>In 2018 the line of sight between AIP and PDPs, professional learning and school activities have once again supported teacher focus on whole school goals of Whole -Part -Whole KPS Instructional Model, Formative Assessment and Improving Students Outcomes in Writing (VOICES) . All teachers work in a variety of teams (SIT; Curriculum; Level Teams;Consultative) and have scheduled weekly time to plan, assess and review the relevance of school activities together. Timetabling of specialists ensures that teachers have had planning time together in levels each week,and there has been peer observation/coaching of our graduate teachers by Kate Nadji. Graduates have also observed Kirsten Greenall teach writing using VOICES. Christine Finighan (Principal) has observed teachers' lessons using the whole part whole structure for Writing instruction. Graduates expressed positivity about the support given in this area of their development, particularly by Kate who has been a trustworthy mentor and very practically helpful.</p>
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	<p>Data analysis and formative assessment- Moderation of Writing was undertaken across the year and we are seeing greater consistency. Analysis of student learning data needs to become a systematic and regular part of our cycle of teaching and learning and is an area for improvement in 2019.</p> <p>Spelling- From PDPs undertaken with teachers, I identified spelling is being taught in a very ad hoc way, with little formative assessment being undertaken. We will be using Smart Spelling in 2019.</p>
<p><b>Considerations for 2019</b></p>	<p>PLC and PMSS Initiatives 2019- *The use of student learning data has been identified as an area for us to continue to improve next year. Our teachers will be supported to develop their expertise and effectiveness in formative assessment through our involvement in the Primary Maths Specialist initiative, and Professional Learning Communities in 2019. Sonja Winkler and Kirsten Greenall are the candidates for PMSS and Kate Nadji and Chris Finighan (Prin) are in PLC. These four staff will lead the school in developing the skills to use data (individual and cohort) to plan and teach strategically. The PLC will support the PMSS process. Staff survey was low in staff trust. As a staff in Term One we will have some staff meeting discussion about this, and we hope the PLC Initiative may provide some help in this regard.</p> <p>*Areas to continue working on: a) Conitnue to embed the W-P-W instructional model for Writing (VOICES) b) Moderation of writing.</p> <p>* Areas to begin working on: a) Develop the use of the W-P-W model for Maths lessons b) Spelling- Smart Spelling to be implemented.</p>
<p><b>Documents that support this plan</b></p>	<p>2018 Data Review for AIP Self Evaluation.docx (0.02 MB) Kallista PS 2018 NAPLAN Learning growth.pdf (0.09 MB) Kallista PS 2018 Performance Report.pdf (0.66 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve the learning growth of every student in English and Mathematics																																						
<b>Target 1.1</b>	<p>Teacher Judgement - % of students scoring A or B</p> <table border="1" data-bbox="669 395 1532 711"> <thead> <tr> <th>Area</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>Speak &amp; Listening</td> <td>28%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>37%</td> </tr> <tr> <td>Measure &amp; Geometry</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>Number &amp; Algebra</td> <td>44%</td> <td>45%</td> </tr> <tr> <td>Stats &amp; Probability</td> <td>34%</td> <td>38%</td> </tr> </tbody> </table> <p>STAFF OPINION SURVEY</p> <table border="1" data-bbox="669 740 1532 1050"> <thead> <tr> <th>Survey Item</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Academic Emphasis</td> <td>65.4%</td> <td>75%</td> </tr> <tr> <td>Collective Efficacy</td> <td>74.1%</td> <td>90%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>66.7%</td> <td>80%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>72%</td> <td>80%</td> </tr> </tbody> </table> <p><b>Writing:</b></p> <p>By the end of 2019, 90 % of all students will show at least one year's growth in Writing</p> <p><b>NAPLAN:</b></p>			Area	2015	2019	Reading	42%	45%	Speak & Listening	28%	35%	Writing	33%	37%	Measure & Geometry	32%	36%	Number & Algebra	44%	45%	Stats & Probability	34%	38%	Survey Item	2015	2019	Academic Emphasis	65.4%	75%	Collective Efficacy	74.1%	90%	Collective focus on student learning	66.7%	80%	Teacher Collaboration	72%	80%
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NAPLAN TREND DATA			
Top Two Bands			
2015	2016	2017	2019
NAPLAN Year 3 Writing			
52%	61%	30%	35%
NAPLAN Year 5 Writing			
10%	18%	20%	35%
NAPLAN Year 3 Numeracy			
52%	39%	44%	45%
NAPLAN Year 5 Numeracy			
38%	30 %	36%	40%

Students ATTS: Stimulating Learning maintained at 90%

**Key Improvement Strategy 1.a**  
Building practice excellence

Develop consistency of teacher knowledge and practice in relation to the pedagogy of teaching Literacy: Writing and Spelling

**Key Improvement Strategy 1.b**  
Curriculum planning and assessment

Build teacher capacity to use the whole school instructional model, and formative assessment, to teach to the point of student learning need, in every classroom across our school

**Goal 2**

Improve the strategic leadership of the school

**Target 2.1**

Attitudes to School Survey			
Survey Item	2015	2017	2019

School Connectedness	<b>1st Quartile</b> (This is where we sat in the previous data sets of 2015. KPS was well below expected levels at the time of our Priority Review)	Overall Primary Positive: 77%	Overall Primary % Positive: 82%
Managing Bullying		Overall Primary Positive: 86%	Overall Primary % Positive: 90%
Attitude to Attendance		Overall Primary Positive: 81%	Overall Primary Positive: 85%
Stimulating Learning		83%	90%

***Attendance***

*Number of students with 20 days absence or more --*

2016	Enrolment: 179 students	80 students 20 days absence or more
2017	Enrolment: 163 students	34 students with 20 days absence or more
2018	Enrolment: 161 students	25 students with 20 days absence or more

***Parent Opinion Survey***

	Survey Item	2017	2019
	My child feels safe at school	73%	85%
	School Connectedness	84%	85%
	Stimulating learning	72%	85%
	Effective teaching	78%	85%
<b><i>Staff Opinion Survey</i></b>			
Collective Efficacy to increase from -- <b>2015: 74.1% to 2019: 85%</b>			
Collective Focus on Student learning -- <b>2015: 66.7% to 2019: 85%</b>			
Academic Emphasis -- <b>2015:65.4% to 2019: 85%</b>			
Parent and Community Involvement to increase from -- <b>2015: 73.1% to 2019: 80%</b>			
<b>Key Improvement Strategy 2.a</b> Building leadership teams	Implement a professional learning program and school leadership structure that focuses all staff on improving learning outcomes for students		



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																				
Improve the learning growth of every student in English and Mathematics	Yes	<p>Teacher Judgement - % of students scoring A or B</p> <table border="1" data-bbox="436 627 1301 943"> <thead> <tr> <th>Area</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>Speak &amp; Listening</td> <td>28%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>37%</td> </tr> <tr> <td>Measure &amp; Geometry</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>Number &amp; Algebra</td> <td>44%</td> <td>45%</td> </tr> <tr> <td>Stats &amp; Probability</td> <td>34%</td> <td>38%</td> </tr> </tbody> </table> <p>STAFF OPINION SURVEY</p> <table border="1" data-bbox="436 970 1301 1286"> <thead> <tr> <th>Survey Item</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Academic Emphasis</td> <td>65.4%</td> <td>75%</td> </tr> <tr> <td>Collective Efficacy</td> <td>74.1%</td> <td>90%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>66.7%</td> <td>80%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>72%</td> <td>80%</td> </tr> </tbody> </table> <p><b>Writing:</b></p>	Area	2015	2019	Reading	42%	45%	Speak & Listening	28%	35%	Writing	33%	37%	Measure & Geometry	32%	36%	Number & Algebra	44%	45%	Stats & Probability	34%	38%	Survey Item	2015	2019	Academic Emphasis	65.4%	75%	Collective Efficacy	74.1%	90%	Collective focus on student learning	66.7%	80%	Teacher Collaboration	72%	80%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>*****2019 TEACHER JUDGEMENTS</p> <p>1) Writing:</p> <p>By the end of 2019, 90 % of all students will show at least one year's growth in Writing</p> <p>2) Number:</p> <p>When we have begun the PMSS and PLC work in 2019, we will identify a strategic maths goal to enhance student learning outcomes. This will be added early next year once we have done so.</p>
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3)Teacher Judgement - % of students scoring A or B

Area	2015
	2019
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	45%
S&L	28%
	35%
Writing	33%
	37%
M & G	32%
	36%
N & A	44%
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\*\*\*\*\*2019 NAPLAN:  
 Numeracy- Continue to improve high growth and decrease low growth  
 Reading and Writing- To improve high growth and decrease low growth in both these areas

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 2019 Stimulating Learning back to 90%

						<p>*****2018 STAFF OPINION SURVEY (13 staff participated) Survey Item 2017 2018 2019 Academic Emphasis 56.8% 55.2% 75% Collective Efficacy 70.5% 57.1% 90% Collective focus 57.7% 42.3% 80% Teacher Collaboration 54.5% 50% 80% P&amp; CommInvolvement 75.6% 57.7% N/A</p>								
<p>Improve the strategic leadership of the school</p>	<p>Yes</p>	<p>Attitudes to School Survey</p> <table border="1" data-bbox="436 1193 1601 1385"> <thead> <tr> <th data-bbox="436 1193 721 1233">Survey Item</th> <th data-bbox="721 1193 1003 1233">2015</th> <th data-bbox="1003 1193 1301 1233">2017</th> <th data-bbox="1301 1193 1601 1233">2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1233 721 1385"> <p>School Connectedness</p> </td> <td data-bbox="721 1233 1003 1385"> <p>1st Quartile (This is where we sat in the previous data sets of 2015. KPS was well below</p> </td> <td data-bbox="1003 1233 1301 1385"> <p>Overall Primary Positive: 77%</p> </td> <td data-bbox="1301 1233 1601 1385"> <p>Overall Primary % Positive: 82%</p> </td> </tr> </tbody> </table>				Survey Item	2015	2017	2019	<p>School Connectedness</p>	<p>1st Quartile (This is where we sat in the previous data sets of 2015. KPS was well below</p>	<p>Overall Primary Positive: 77%</p>	<p>Overall Primary % Positive: 82%</p>	<p>ATTS-- SCHOOL CONNECTEDNESS- 82% MANAGING BULLYING- 90%</p>
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		Managing Bullying	expected levels at the time of our Priority Review)	Overall Primary Positive: 86%	Overall Primary % Positive: 90%	ATTITUDES TO ATTENDANCE- 85% STIMULATING LEARNING- 90%
		Attitude to Attendance		Overall Primary Positive: 81%	Overall Primary Positive: 85%	
		Stimulating Learning		83%	90%	
		<b>Attendance</b>				2019 ATTENDANCE-- Enrolment predicted to be 150 students Goal: No more than 20 students with more than 20 days unexplained absence.
		<i>Number of students with 20 days absence or more --</i>				
		2016	Enrolment: 179 students	80 students 20 days absence or more		
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Survey Item	2017	2018	2019
Academic Emphasis	56.8%	55.2%	75%
Collective Efficacy	70.5%	57.1%	90%
Collective focus	57.7%	42.3%	80%
Teacher Collaboration	54.5%	50%	80%
P& CommInvolvement	75.6%	57.7%	N/A

**Key Improvement Strategies**

Is this KIS selected for focus this year?

<b>KIS 1</b> Building practice excellence	Develop consistency of teacher knowledge and practice in relation to the pedagogy of teaching Literacy: Writing and Spelling	Yes
<b>KIS 2</b> Curriculum planning and assessment	Build teacher capacity to use the whole school instructional model, and formative assessment, to teach to the point of student learning need, in every classroom across our school	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> <b>WRITING: KIS 1 and 2</b>            The pedagogy of Writing continues to be a focus in 2019, as we continue to build teacher capacity in knowledge, practice and assessment, specifically including:            Use of VOICES and the KPS whole part whole instructional model across each class in the school to promote consistency in writing pedagogy, lesson structure, and formative assessment;            Conferencing with students about their writing and using the conferencing process to ensure student goal setting engages students in their own learning and development in each classroom;            Teachers undertaking writing moderation each term to improve curriculum knowledge, consistency of school-wide teacher judgement and the ability to pinpoint student learning need and guide students to understand their learning, make goals, and continuously engage with their learning goals;  <b>SPELLING: KIS 1 and 2</b>            Spelling was a KIS in the 2018 AIP, however, we did not practically have the time to review our teaching practice systematically across the school in the area of Spelling over last year. It was an unrealistic reach.            By the end of cycle 2018, Learning Walks and PDPs still demonstrated a lack of consistency in teaching and assessment of Spelling, across the classrooms. Student learning data in Spelling also shows that improvement is required in our school. Consequently in the 2019 AIP, Spelling is again included in KIS 1. Our school will undertake PL in May 2019 with five other network schools in SmartSpelling and implement for the remainder of 2019;  <b>MATHS: KIS 2</b>            The KIS Maths focus is on the KPS whole school instructional model, and formative assessment. In 2019 two teachers have begun their 2 year professional learning &amp; project work in PMSS to become Primary Maths Specialists. In 2019 they will-- build their capacity as Maths specialists and teacher trainers; review KPS student learning data to analyse gaps in our teaching and learning of Maths; &amp; audit KPS Maths planning documents &amp; teaching resources.         </p>	
<b>Goal 2</b>	Improve the strategic leadership of the school	
<b>12 Month Target 2.1</b>	ATTS-- SCHOOL CONNECTEDNESS- 82% MANAGING BULLYING- 90%	

	<p>ATTITUDES TO ATTENDANCE- 85%</p> <p>STIMULATING LEARNING- 90%</p> <p>2019 ATTENDANCE-- Enrolment predicted to be 150 students Goal: No more than 20 students with more than 20 days unexplained absence.</p> <p>Parent Opinion Survey</p> <p>Survey Item 2017 2019 My child feels safe at school 73% 80% School Connectedness 84% 90% Stimulating learning 72% 75% Effective teaching 78% 83%</p> <p>Staff Opinion Survey</p> <p>Parent and Community Involvement to increase from-- 2015: 73.1% to 2019: 80%</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1</b> Building leadership teams</p>	<p>Implement a professional learning program and school leadership structure that focuses all staff on improving learning outcomes for students</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>	<p>This goal was identified through the PriorityReview of 2015. In order to build the capacity of staff to collectively improve student learning outcomes, it is essential that we invest in our school leadership and instructional leaders at Kallista PS. Teachers make the difference to student learning. Our goal is to build their capacity and skills in curriculum knowledge and in delivering high quality teaching, based on the ongoing analysis of student learning data, and the targeted use of this data to improve student learning in every classroom across the school. To develop this consistency of teaching practice across the school, our school leadership needs to understand how to lead</p>	



and manage adult learners and change.

We need also to implement a structural change in the way we work together on student learning improvement. This year the Principal and Literacy Coordinator will lead the implementation of a collaborative inquiry approach, using the PLC framework, to focus our efforts on analysing student learning data to improve targeted outcomes, and to critically review our instructional approaches to make the highest impact on student learning. This deliberate, collective work on the analysis of student learning, based on student data, is an exciting and challenging development at our school.

To underpin, inform and strengthen this shift in our collective practice, we have undertaken two Departmental initiatives:

- 1) Professional Learning Communities -- Staff included are Kate (Literacy Leader), Deb, Peter, Greg and Christine
- 2) Primary Maths Specialists -- Staff included are Sonja (Numeracy Leader), and Kirsten

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve the learning growth of every student in English and Mathematics																													
<b>12 Month Target 1.1</b>	<p>*****2019 TEACHER JUDGEMENTS</p> <p>1) Writing:</p> <p>By the end of 2019, 90 % of all students will show at least one year's growth in Writing</p> <p>2) Number:</p> <p>When we have begun the PMSS and PLC work in 2019, we will identify a strategic maths goal to enhance student learning outcomes. This will be added early next year once we have done so.</p> <p>3)Teacher Judgement - % of students scoring A or B</p> <table border="1"> <thead> <tr> <th>Area</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>S&amp;L</td> <td>28%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>37%</td> </tr> <tr> <td>M &amp; G</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>N &amp; A</td> <td>44%</td> <td>45%</td> </tr> <tr> <td>S &amp; P</td> <td>34%</td> <td>38%</td> </tr> </tbody> </table> <p>*****2019 NAPLAN:</p> <p>Numeracy- Continue to improve high growth and decrease low growth            Reading and Writing- To improve high growth and decrease low growth in both these areas</p> <p>*****2019 ATTS:</p> <p>2019 Stimulating Learning back to 90%</p> <p>*****2018 STAFF OPINION SURVEY (13 staff participated)</p> <table border="1"> <thead> <tr> <th>Survey Item</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Area	2015	2019	Reading	42%	45%	S&L	28%	35%	Writing	33%	37%	M & G	32%	36%	N & A	44%	45%	S & P	34%	38%	Survey Item	2017	2018	2019				
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<b>KIS 1</b> Building practice excellence	Develop consistency of teacher knowledge and practice in relation to the pedagogy of teaching Literacy: Writing and Spelling
<b>Actions</b>	1)PDPs goals aligned to AIP goals and KIS- --Evidence of Whole Part Whole Instructional Model used --Evidence of Formative Assessment in Maths, Writing and Spelling used to target teaching and learning for individuals and cohorts --Evidence of student conferencing and goal setting in Writing and Spelling 2)Teachers will undertake SmartSpelling training and begin implementation 3)Undertake PLC Initiative: This will help build a culture of collaboration, with a strategic focus on data analysis and instructional practice. It will build the capacity of our teachers to drive whole school improvement in learning. 4)EIL will consult with and mentor instructional leaders (Numeracy and Literacy Coords)
<b>Outcomes</b>	Students will: Be able to explain their learning goals developed through differentiated practices in literacy teaching 90% of students will make at least one year's growth in Writing and Spelling.  Teachers will: Use our instructional model, with a strategic focus for learning on the 'Part' to effectively deliver differentiated teaching practices, working with students to develop and monitor their learning goals. Ensure planning documents will show use of VOICES and KPS Instructional Model Use learning intentions, anchor charts and success criteria Moderate writing pieces Analyse assessment to plan for differentiated teaching. Undertake SmartSpelling training and implement in daily classroom teaching practice

	<p>PLC Team will: Use a PLC inquiry approach to assess targeted areas for student learning improvement, beginning in Semester One with Punctuation</p> <p>Leaders will: Learn alongside teachers in PLC and PMMS as much as possible Focus the school's meeting schedule and PL across on developing teacher knowledge and practice Ensure PDP goals are aligned across the school to this KIS Observe classroom routines, lesson structure, learning intentions and anchor charts evidencing explicit teaching and improved student learning outcomes in every classroom on learning walks Clearly communicate the expectations for planning and differentiated teaching in Writing lessons.</p>			
<b>Success Indicators</b>	<p>90% of students will make at least one year's growth in Writing and Spelling. Increase in Top Two bands in NAPLAN in Writing and Spelling (See 2019 Targets) Staff Survey to increase in Trust in Colleagues, Academic Emphasis, and Collective Focus on Student Learning. ATTS to increase in Stimulating Learning. Parent participation in Expo evening in Spelling or Maths. Parent Opinion Survey data shows improvement as per targets, for Stimulating Learning and Effective Teaching Data collected in PDPs, learning walks and class observations evidencing changes in practice.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLC- Kate Nadji (Literacy leader ), Peter Apostolopoulos, Greg Malone and Deborah Alter-Rasche and Chris Finighan	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00  <input type="checkbox"/> Equity funding will be used
Smart Spelling PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Curriculum planning and assessment	Build teacher capacity to use the whole school instructional model, and formative assessment, to teach to the point of student learning need, in every classroom across our school
<b>Actions</b>	1)PDPs goals aligned to AIP goals and KIS- --Evidence of Whole Part Whole Instructional Model used --Evidence of Formative Assessment in Maths, Writing and Spelling used to target teaching and learning for individuals and cohorts --Evidence of student conferencing and goal setting in Maths and Writing and Spelling 2)Participation in PMSS Initiative: Sonja Winkler and Kirsten Greenall will be .5 out of classroom actioning the work as Maths Specialists to once again focus on data, strategic planning for student learning and working on curriculum and with staff to improve instructional practice and formative assessment. 3)EIL will consult with and mentor instructional leaders (Numeracy and Literacy Coords)
<b>Outcomes</b>	Students will: 90% of students will make at least one year's growth in Number and Algebra. Explain their learning goals, why they are focused on that goal, and how they will know they have been successful  Teachers will: Ensure planning documents show KPS Instructional Model Use KPS instructional model, with a strategic focus for learning on the 'Part' to effectively deliver differentiation Teachers will use formative assessment in Writing, Spelling and Mathematics to accurately inform their differentiation and to help students set goals, which are displayed Teachers display anchor charts, learning intentions, and success criteria that support classroom routines and effective student learning behaviours for W-P-W and goal setting Show evidence of formative assessment in documentation  PMMS Team will: Undertake testing of students Prep to 2 to gain important baseline data Trial maths lessons, methods of instruction and resources in their class Analyse numeracy data sets and report to SIT, providing insight curriculum delivery/instruction Audit curriculum and resources  Leaders will: Focus the school's meeting schedule and PL across on developing teacher knowledge and practice

	<p>Ensure PDP goals are aligned across the school to this KIS          Observe classroom routines, lesson structure, learning intentions and anchor charts evidencing explicit teaching and improved student learning outcomes in every classroom on learning walks          Clearly communicate the expectations for planning and differentiated tea</p> <p>Parents will:          Understand their child's learning goals and how they can support achievement of the goal at home.          Parent Opinion Survey data shows improvement as per targets, for Stimulating Learning and Effective Teaching</p>			
<b>Success Indicators</b>	<p>Student learning data sets show improved learning outcomes :          90% of students will make at least one year's growth in Number and Algebra, Writing and Spelling.          Increase in Top Two bands in NAPLAN in Maths, Writing and Spelling (See 2019 Targets)          ATTS to increase in Stimulating Learning.          Data collected in learning walks and class observations evidencing changes in practice such as student goal setting in every classroom, and students being able to talk about their learning, the learning intention, and their goals.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Level meetings and SIT meetings review, analyse and monitor student learning data regularly, through a scheduled format Teachers in Levels plan for learning using data driven insights SIT use data insights to plan whole school/cohort interventions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PMSS- Sonja Winkler (Numeracy Coordinator) and Kirsten Greenall undertaking this training and project work	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$104,000.00  <input type="checkbox"/> Equity funding will be used
Consult provided by EIL Nicole Rheumer to build capacity of Kate Nadji and Sonja Winkler in their curriculum and instructional leadership	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve the strategic leadership of the school			
<b>12 Month Target 2.1</b>	<p>ATTS-- SCHOOL CONNECTEDNESS- 82% MANAGING BULLYING- 90% ATTITUDES TO ATTENDANCE- 85% STIMULATING LEARNING- 90%</p> <p>2019 ATTENDANCE-- Enrolment predicted to be 150 students Goal: No more than 20 students with more than 20 days unexplained absence.</p> <p>Parent Opinion Survey</p> <p>Survey Item 2017 2019 My child feels safe at school 73% 80% School Connectedness 84% 90% Stimulating learning 72% 75% Effective teaching 78% 83%</p> <p>Staff Opinion Survey</p> <p>Parent and Community Involvement to increase from-- 2015: 73.1% to 2019: 80%</p>			
<b>KIS 1</b> Building leadership teams	Implement a professional learning program and school leadership structure that focuses all staff on improving learning outcomes for students			

<p><b>Actions</b></p>	<p>*PMMS and PLC Initiative-- KPS Curriculum Coordinators, Principal and Teachers to undertake these initiatives which will provide the professional learning and action research basis upon which we will build a culture of collaboration, with a strategic focus on data analysis, and consistent W-P-W instructional practice, and formative assessment</p> <p>*Consult provided by EIL Nicole Rheumer to build capacity of Kate Nadji and Sonja Winkler in their curriculum and instructional leadership</p> <p>*This year is also our year of School Review, giving us the chance to spend significant time evaluating our KPS student learning, wellbeing and engagement data sets, and collecting other evidence of school performance, in order to understand our current state, celebrate improvements and set new goals for future improvement. The Principal, Christine Finighan, will undertake Review Training and Data Literacy Training through Bastow, with Kate Nadji and Sonja Winkler.</p>
<p><b>Outcomes</b></p>	<p>Students will: 90% of students will make at least one year's growth in Number and Algebra. Explain their learning goals, why they are focused on that goal, and how they will know they have been successful</p> <p>Teachers will: Use meeting times effectively to review and discuss student learning and reflect on instructional practice PMMS/PLC Teams will work together on identified projects (EG. PLC in Sem 1- The team will focus on Punctuation and PMMS in Sem 1- The team is trialling maths lessons and testing Prep to 2 students to gain baseline data and analyse) KPS Curriculum Coordinators, Principal and Teachers will take part in PMMS and PLC Initiative: These initiatives will provide the professional learning and action research basis upon which we will build a culture of collaboration, with a strategic focus on data analysis and consistent W-P-W instructional practice and formative assessment</p> <p>Leaders (including principal) will: Focus the school's Staff meeting schedule and Level meeting agendas, on student learning and instructional practice Discuss student learning data in SIT meetings to inform whole school planning and the School Review 2019 Observe classroom routines, lesson structure, learning intentions and anchor charts evidencing explicit teaching and improved student learning outcomes in every classroom on learning walks</p> <p>Principal will: Lead School Review through a collaborative approach with the Review panel, and the broader school community, including teachers, students and parents.</p> <p>Parents will: Understand their child's learning goals and how they can support achievement of the goal at home. Parent Opinion Survey data shows improvement as per targets, for Stimulating Learning and Effective Teaching</p>



<b>Success Indicators</b>	<p>Improved attendance data  Improved ATTS  Student learning data sets show improved learning outcomes :  90% of students will make at least one year's growth in Number and Algebra, Writing and Spelling.  Increase in Top Two bands in NAPLAN in Maths, Writing and Spelling (See 2019 Targets)  ATTS to increase in Stimulating Learning.  Staff Survey to increase in Trust in Colleagues, Collective Efficacy, and Collective Focus on Student Learning  Data collected in learning walks and class observations evidencing changes in practice such as student goal setting in every classroom, and students being able to talk about their learning, the learning intention, and their goals.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLC/PMMS- As above.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
School Review	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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	\$11,500.00	\$5,300.00
<b>Grand Total</b>	<b>\$11,500.00</b>	<b>\$5,300.00</b>

### Activities and Milestones

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

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Quick Smart Maths program and Toe by Toe program cost	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,500.00	\$2,673.00
Quick Smart and Toe-by-Toe - Salary for Learning Support ESS staff member	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,000.00	\$2,627.00
<b>Totals</b>			<b>\$11,500.00</b>	<b>\$5,300.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC- Kate Nadji (Literacy leader ), Peter Apostolopoulos, Greg Malone and Deborah Alter-Rasche and Chris Finighan	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site PLC off-site days and on-site project days
Smart Spelling PL	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Smart Spelling	<input checked="" type="checkbox"/> On-site
PMSS- Sonja Winkler (Numeracy Coordinator) and Kirsten Greenall undertaking this training and project work	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site PMMS off-site days and on-site project days