2019 Annual Implementation Plan
for improving student outcomes

Melton West Primary School (5036)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

Melton West Primary School (5036)

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

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

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

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

Enter your reflective comments	Our work throughout 2018 had been sticking to a precision focus on improving our practices in Reading. This has been a great strategy as we have seen consistency of practice occur across most classes for most teachers. Having a strong leadership team, made up of teaching and learning coaches and a Principal Class team who have sound instructional knowledge and vision, enabled the focus and conversation to remain on improving practices in Reading. As with anything, there are pressures and interruptions that eat into the schedule and meeting time, however by focusing primarily on Reading, it meant when other things needed to be squeezed in, there was still room for Reading conversations and professional learning. Our work with Keilor Views PS as part of the School Improvement Partnership enabled us to view their reading practices and share ours. This was a positive experience as it demonstrated although we had much to learn from them, we also had much that they could learn from us. Our work as part of the Star Hub Schools with Social Venture Australia, with a focus on Collective Efficacy of our staff, proved to be fruitful and successful partnership as our data showed an 11% increase for Collective Efficacy in the Staff

	Opinion Survey and an even better outcome is a more stable staffing profile leading into 2019, something we have been aiming for for a number of years.
Considerations for 2020	We have decided we need to 'stay the course'. We need to consolidate what we have been doing in regards to creating consistency of practice in reading across all classes. We have moved from LTs/LSs and PLT leaders sharing a class and the role because anecdotally the children, on most part, did not cope with 2 part-time teachers. A finer focus on HITS is required to ensure teachers build up their knowledge, understanding and use of these strategies. Introduction of a whole school data tool will ensure all leaders and teachers can access information, including analysis, at any time, rather than relying on one leader acting as the Data Manager. Building and developing our Wellbeing Team, with teh employment of a social worker, who can help and support families so their children can come to school ready to learn will continue and be refined. The role clarity is developing and the scope of working changing as the need arises.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve literacy and numeracy outcomes for all students
Target 1.1	<u>**NAPLAN:**</u> **Year 3** Increase the average percentage of students achieving in the **top two bands:** Reading from 20% 19% (2017) to 30% (2021) Decrease the average percentage of students achieving in the **bottom two bands:** Reading from 23% 23% (2017) to 13% (2021) • **Year 5** Increase the average percentage of students achieving in the **top two bands:** Reading from 15% (2017) to 25% (2021) Decrease the average % of students achieving in the **bottom two bands:** Reading from 44% 45% (2017) to 25% (2021) **Relative Growth Year 5** Increase the average % of students achieving **high growth**: Reading from 20% (2017) to 30% (2021) Decrease the average % of students achieving **low growth**: Reading from 38% (2017) to 23% (2021)

Target 1.2	**NAPLAN:**
	Year 3
	Increase the average percentage of students achieving in the **top two bands:** Writing from 13 % (2017) to 23% (2021)
	Decrease the average percentage of students achieving in the **bottom two bands:** Writing from 14% 16% (2017) to 8% (2021)
	Year 5
	Increase the average percentage of students achieving in the **top two bands:** Writing from 3% (2017) to 12% (2021)
	Decrease the average % of students achieving in the **bottom two bands:** Writing from 34% 35% (2017) to 25% (2021)
	Relative Growth Year 5
	Increase the average % of students achieving **high growth** Writing from 12% (2017) to 20% (2021)
	Decrease the average % of students achieving **low growth**: Writing from 31% (2017) to 25% (2021)
Target 1.3	**NAPLAN:**
	Year 3

	Increase the average percentage of students achieving in the **top two bands:** Numeracy from 8% (2017) to 20% (2021) Decrease the average percentage of students achieving in the **bottom two bands:** Numeracy from 39% 40% (2017) to 25% (2021) **Year 5** Increase the average percentage of students achieving in the **top two bands:** Numeracy from 29% 9% (2017) to 35% 15% (2021) Decrease the average % of students achieving in the **bottom two bands:** Numeracy from 30% 31% (2017) to 22% (2021) **Relative Growth Year 5** Increase the average % of students achieving **high growth**: Numeracy from 12% (2017) to 20% (2021) Decrease the average % of students achieving **low growth**: Numeracy from 34% (2017) to 25% (2021)
Target 1.4	**<u>Staff Opinion Survey:</u>** - Collective efficacy from 44% (2017) to 60% in (2021) - Academic Emphasis from 42%(2017) to 60% in (2021) - Instructional leadership from 70% (2017) to 80% in (2021)

Key Improvement Strategy 1.a Building practice excellence	Build consistent instructional practice in reading
Key Improvement Strategy 1.b Building practice excellence	Build capacity of teams to use data at teacher, team and whole school level to measure impact and for differentiation in reading
Key Improvement Strategy 1.c Building practice excellence	Build capacity of middle leaders to lead PLTs
Goal 2	To engage students in ownership of their learning.
Target 2.1	**Attendance data:** • By the end of 2021 the **student absences** averages will have decreased from 18 21.2 (2017) to 13 days.
Target 2.2	**Students Attitudes To School Survey:** • **Learning Confidence** - Increase from 87% in 2017 to at/above 92% 95% in 2021 • Sense of Confidence
Key Improvement Strategy 2.a Empowering students and building school pride	Improve overall student attendance
Key Improvement Strategy 2.b Empowering students and building school pride	Build the capacity of students and teachers to give, receive and respond to feedback

Goal 3	To embed a safe and orderly learning environment
Target 3.1	**<u>Student Attitudes To School Survey:</u>** • **Stimulating Learning** – Increase from 90% in 2017 to at/above 95% in 2021 • Stimulated Learning • **Student Safety** – Increase from 88% 85% in 2017 to at/above 92% in 2021 • School Safety (Av of 3 elements)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Ensure consistent implementation of the School Wide Positive Behaviour Support Program
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Further develop staff understanding and implementation of trauma-informed practices
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Embed the social and emotional curriculum across the school

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 improve literacy and numeracy outcomes for all students	Yes	**<u>NAPLAN:</u>** **Year 3** Increase the average percentage of students achieving in the **top two bands:** Reading from 20% 19% (2017) to 30% (2021) Decrease the average percentage of students achieving in the **bottom two bands:** Reading from 23% 23% (2017) to 13% (2021) • **Year 5** Increase the average percentage of students achieving in the **top two bands:** Reading from 15% (2017) to 25% (2021) Decrease the average % of students achieving in the **bottom two bands:** Reading from 44% 45% (2017) to 25% (2021)	NAPLAN: Year 3 Increase the average percentage of students achieving in the top two bands: Reading from 11% (2018) to 19% (2019) Decrease the average percentage of students achieving in the bottom two bands: Reading from 30% (2018) to 25% (2019) Year 5 Increase the average percentage of students achieving in the top two bands: Reading from 15% (2018) to 20% (2019) Decrease the average % of students achieving in the bottom two bands: Reading from 44% (2018) to 39% (2019) Relative Growth Year 5 Increase the average % of students achieving high growth: Reading from 19% (2018) to 23% (2019)

		Relative Growth Year 5 Increase the average % of students achieving **high growth**: Reading from 20% (2017) to 30% (2021) Decrease the average % of students achieving **low growth**: Reading from 38% (2017) to 23% (2021)	Decrease the average % of students achieving low growth: Reading from 32% (2018) to 27% (2019)
		NAPLAN: **Year 3** Increase the average percentage of students achieving in the **top two bands:** Writing from 13 % (2017) to 23% (2021) Decrease the average percentage of students achieving in the **bottom two bands:** Writing from 14% 16% (2017) to 8% (2021) **Year 5** Increase the average percentage of students achieving in the **top two bands:** Writing from 3% (2017) to 12% (2021) • Decrease the average % of students achieving in the **bottom two bands:** Writing from 34% 35% (2017) to 25% (2021)	NAPLAN: Year 3 Increase the average percentage of students achieving in the top two bands: Writing from 14% (2018) to 18% (2019) Decrease the average percentage of students achieving in the bottom two bands: Writing from 25% (2018) to 16% (2019) Year 5 Increase the average percentage of students achieving in the top two bands: Writing from 4% (2018) to 7% (2019) Decrease the average % of students achieving in the bottom two bands: Writing from 44% (2018) to 35% (2019) Relative Growth Year 5 Increase the average % of students achieving high growth Writing from 15%

		•	(2018) to 18% (2019)
		• **Relative Growth Year 5** Increase the average % of students achieving **high growth** Writing from 12% (2017) to 20% (2021) Decrease the average % of students achieving **low growth**: Writing from 31% (2017) to 25% (2021)	Decrease the average % of students achieving low growth: Writing from 40% (2018) to 31% (2019)
		<u>**NAPLAN:**</u> **Year 3** Increase the average percentage of students achieving in the **top two bands:** Numeracy from 8% (2017) to 20% (2021) Decrease the average percentage of students achieving in the **bottom two bands:** Numeracy from 39% 40% (2017) to 25% (2021) **Year 5** Increase the average percentage of students achieving in the **top two bands:** Numeracy from 29% 9% (2017) to 35% 15% (2021)	NAPLAN: Year 3 Increase the average percentage of students achieving in the top two bands: Numeracy from 14% (2018) to 18% (2019) Decrease the average percentage of students achieving in the bottom two bands: Numeracy from 42% (2018) to 36% (2019) Year 5 Increase the average percentage of students achieving in the top two bands: Numeracy from 8% (2018) to 10% (2019) Decrease the average % of students achieving in the bottom two bands: Numeracy from 41% (2018) to 31%

		Decrease the average % of students achieving in the **bottom two bands:** Numeracy from 30% 31% (2017) to 22% (2021) **Relative Growth Year 5** Increase the average % of students achieving **high growth**: Numeracy from 12% (2017) to 20% (2021) Decrease the average % of students achieving **low growth**: Numeracy from 34% (2017) to 25% (2021)	(2019) Relative Growth Year 5 Increase the average % of students achieving high growth: Numeracy from 15% (2018) to 18% (2019) Decrease the average % of students achieving low growth: Numeracy from 41% (2018) to 34% (2019)
		Staff Opinion Survey: - Collective efficacy from 44% (2017) to 60% in (2021) - Academic Emphasis from 42%(2017) to 60% in (2021) - Instructional leadership from 70% (2017) to 80% in (2021)	Staff Opinion Survey: Collective efficacy from 55% (2018) to 60% in (2019) Academic Emphasis from 51% (2018) to 56% in (2019) Instructional leadership from 73% (2018) to 78% in (2019)
		Attendance data: - By the end of 2021 the **student absences** averages will have decreased from 18 21.2 (2017) to 13 days.	Attendance data: By the end of 2019 the student absences averages will have decreased from ?? (2018) to 15.9 days.

		Students Attitudes To School Survey:	Learning Confidence - Increase from 90% in 2018 to at/above 92% in 2019
		• **Learning Confidence** - Increase from 87% in 2017 to at/above 92% 95% in 2021 • Sense of Confidence	
To embed a safe and orderly learning environment	Yes	**Student Attitudes To School Survey:** • **Stimulating Learning** – Increase from 90% in 2017 to at/above 95% in 2021 • Stimulated Learning • **Student Safety** – Increase from 88% 85% in 2017 to at/above 92% in 2021 • School Safety (Av of 3 elements)	Stimulating Learning – Increase from 90% in 2018 to at/above 92% in 2019 Student Safety – Increase from 89% in 2018 to at/above 91% in 2019

Goal 1	To improve literacy and numeracy outcomes for all students
12 Month Target 1.1	NAPLAN: Year 3 Increase the average percentage of students achieving in the top two bands: Reading from 11% (2018) to 19% (2019) Decrease the average percentage of students achieving in the bottom two bands: Reading from 30% (2018) to 25% (2019)

	Year 5 Increase the average percentage of students achieving in the top two bands: Reading from 15% (2018) to 20% (2019) Decrease the average % of students achieving in the bottom two bands: Reading from 44% (2018) to 39% (2019) Relative Growth Year 5 Increase the average % of students achieving high growth: Reading from 19% (2018) to 23% (2019) Decrease the average % of students achieving low growth: Reading from 32% (2018) to 27% (2019)
12 Month Target 1.2	NAPLAN: Year 3 Increase the average percentage of students achieving in the top two bands: Writing from 14% (2018) to 18% (2019) Decrease the average percentage of students achieving in the bottom two bands: Writing from 25% (2018) to 16% (2019) Year 5 Increase the average percentage of students achieving in the top two bands: Writing from 4% (2018) to 7% (2019) Decrease the average % of students achieving in the bottom two bands: Writing from 44% (2018) to 35% (2019) Relative Growth Year 5 Increase the average % of students achieving high growth Writing from 15% (2018) to 18% (2019) Decrease the average % of students achieving low growth: Writing from 40% (2018) to 31% (2019)
12 Month Target 1.3	NAPLAN: Year 3 Increase the average percentage of students achieving in the top two bands: Numeracy from 14% (2018) to 18% (2019) Decrease the average percentage of students achieving in the bottom two bands: Numeracy from 42% (2018) to 36% (2019)

	Year 5
	Increase the average percentage of students achieving in the top two bands: Numeracy from 8% (2018) to 10% (2019)
	Decrease the average % of students achieving in the bottom two bands: Numeracy from 41% (2018) to 31% (2019)
	Relative Growth Year 5
	Increase the average % of students achieving high growth: Numeracy from 15% (2018) to 18% (2019)
	Decrease the average % of students achieving low growth: Numeracy from 41% (2018) to 34% (2019)
12 Month Target 1.4	Staff Opinion Survey: Collective efficacy from 55% (2018) to 60% in (2019) Academic Emphasis from 51% (2018) to 56% in (2019) Instructional leadership from 73% (2018) to 78% in (2019)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build consistent instructional practice in reading	Yes
KIS 2 Building practice excellence	Build capacity of teams to use data at teacher, team and whole school level to measure impact and for differentiation in reading	Yes
KIS 3 Building practice excellence	Build capacity of middle leaders to lead PLTs	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.	The 2018 3/4 team used a Professional Practice Day to look at class and cohort data and then plan for best instructional practice in reading, including small group, for the learning needs of the students however differentiation is an inconsistent practice across the school. Our school data reflects this as we did not meet our targets for 2018 in Reading apart from reducing relative low growth. In 2018 the focus has been on embedding the lesson structure in Reading with a focus on quality whole class mini lessons and conferencing and goal setting. In 2019 the shift will be to use reading data to ensure that reading instructional practices are used effectively to cater for the individual needs of every student. All teachers set a goal to improve reading data as part of their Performance Development Plans and this practice will continue in 2019.	
Goal 2	To engage students in ownership of their learning.	
12 Month Target 2.1	Attendance data: By the end of 2019 the student absences averages will have decreased from ?? (2018) to 15.9 days.	
12 Month Target 2.2	Learning Confidence - Increase from 90% in 2018 to at/above 92% in 2019	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Improve overall student attendance	Yes
KIS 2 Empowering students and building school pride	Build the capacity of students and teachers to give, receive and respond to feedback	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.	The focus in 2019 will be on the HIT strategy Feedback. In 2018 all students across the school were regularly surveyed on a school based modified Attitudes To School survey. From this survey teachers set goals for themselves and the goals were reviewed each term. In 2018 Feedback was inconsistent practice and the introduction of the Student Voice Surveys was a starting point for students across the school to give teachers feedback around learning and teaching. In 2019 Feedback to students from teachers will be a strong focus to be embedded in all classrooms focusing on teachers The Attendance data has shown a marked improvement due to streamlining our processes with unexplained absences, regular data discussions time tabled in the Meeting Schedule ensured it remained a priority. One team in particular had	

	outstanding results and our work next year will be sharing those strategies and practices more broadly across the school. The employment of school based social workers has assisted in the reduction of chronic absences of some student. All staff and teams set Attendance Goals as part of their Performance Development Plans and this practice will continue in 2019.
Goal 3	To embed a safe and orderly learning environment
12 Month Target 3.1	Stimulating Learning – Increase from 90% in 2018 to at/above 92% in 2019 Student Safety – Increase from 89% in 2018 to at/above 91% in 2019

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Ensure consistent implementation of the School Wide Positive Behaviour Support Program	Yes
KIS 2 Setting expectations and promoting inclusion	Further develop staff understanding and implementation of trauma-informed practices	Yes
KIS 3 Setting expectations and promoting inclusion	Embed the social and emotional curriculum across the 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. | In 2019 the revamp of the School Wide Positive Behavior Support Program will be a focus with a SIT team established. The initial whole staff focus will be on ensuring respectful behaviours in common areas such as the corridors, toilets and play grounds. The SIT team will use data to monitor, evaluate and set new goals in those areas specifically. Together with anecdotal evidence and our Sentral data base corridors, toilets and playgrounds are our hot spots for non-respectful behaviours.
Trauma informed practices will continue to be a focus in 2019. We have established a Wellbeing Team this includes social worker, speech pathologists, PWO and ES Inclusion and Engagement Support Staff. In addition to this team we employed psychologists from Australian Childhood Trauma Group in 2018. In 2019 the focus will be on role clarity and ensuring there is limited overlap of personnel working with students and their families. ACT will focus on our Tier 3 students and also working with teachers in classrooms around strategies and approaches to assist these students. Documented ILPs including Behaviour Support Plans will be an integral part of setting expectations and promoting inclusion for our Tier 3 students. |

Define Actions, Outcomes and Activities

Goal 1	To improve literacy and numeracy outcomes for all students
12 Month Target 1.1	NAPLAN: Year 3 Increase the average percentage of students achieving in the top two bands: Reading from 11% (2018) to 19% (2019) Decrease the average percentage of students achieving in the bottom two bands: Reading from 30% (2018) to 25% (2019) Year 5 Increase the average percentage of students achieving in the top two bands: Reading from 15% (2018) to 20% (2019) Decrease the average % of students achieving in the bottom two bands: Reading from 44% (2018) to 39% (2019) Relative Growth Year 5 Increase the average % of students achieving high growth: Reading from 19% (2018) to 23% (2019) Decrease the average % of students achieving low growth: Reading from 32% (2018) to 27% (2019)
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12 Month Target 1.4	Staff Opinion Survey: Collective efficacy from 55% (2018) to 60% in (2019) Academic Emphasis from 51% (2018) to 56% in (2019) Instructional leadership from 73% (2018) to 78% in (2019)
KIS 1 Building practice excellence	Build consistent instructional practice in reading
Actions	Coaching of teachers by LTs and LSs and Literacy Consultants Observation of LS

	Literacy Intervention Focus on Phonological Awareness Continue partnership with Keilor Views PS Focus on High Impact Teaching Strategies (HITS)
Outcomes	Students will: - articulate what they are learning, why & how they can be successful - articulate their personal reading goals & the strategies required to reach the goal - discuss their progress during reading conferences & explain how this supports their learning - provide regular feedback in a variety of ways to teachers about the effectiveness of their practice Teachers will: - use data & research based texts to develop purposeful reading goals & strategies for individual students & small focus groups - be able to demonstrate effective planning & implementation of research-based instructional practices, such as Guided Reading, Reciprocal Teaching, Language Experience, Literature Circles, Strategy Groups - structure reading lessons using the gradual release of responsibility model - have documented HITS practices in their lesson planning - have detailed anecdotal notes of conferencing interactions & feedback given to students - visit each other's classrooms to view Reading practices - visit Learning Specialist's classroom to observe exemplary practice - work within their PLC to create learning sequences for Reading - have an understanding of Practice Principle 4 (Curriculum Planning) & Practice Principle 7 (Evidence Based Strategies) - implement & use a consistent goal-setting proforma in classroom that are reflective of the year levels, e.g. P-2 and 3-6 Leaders will: - model the effective use of data to identify student learning needs & contribute data conversations - model HITS as best practice in teachers' classrooms - support staff through the student centred coaching model which will include, setting SMART Goals (using data), conducting demonstration lessons, co-teaching and planning & providing feedback - where required, provide professional learning (whole school, team level & individual) in relation to reading - regularly monitor & provide feedback for teachers regarding the effective implementation of the MWPS Literacy Agreed Practices
Success Indicators	NAPLAN targets will be reached Classroom observations by leadership team, comparing data collected throughout the year

Activities and Milestones	Who	Is this a PL Priority	When	Budget

LTs/LSs as Teaching & Learning Coaches a. Appoint 4 Learning Specialists to work with teams across the school b. Learning Specialists coach teachers within their team focusing on the teaching of reading using the Student Centred Coaching Model c. Learning Specialist will focus on using the DET Literacy Toolkit with each of their coachee d. Ensure conferencing & goal-setting is embedded e. Focus on differentiating using instructional strategies, such as Guided Reading, Reciprocal Teaching & literacy Literature Circles f. Explicitly unpack Practice Principles 4 (Curriculum Planning) & Practice Principle 7 (Evidence Based Strategies) with team & during coaching conversations	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$360,000.00 ☑ Equity funding will be used
Literacy Consultants a. Literacy Consultants employed (1 x 0.2 EFT P-2 & 1 x 0.4 EFT 3-6) b. Literacy Consultants will coach teachers in reading c. Literacy Consultants will provide whole school &/or team &/or individual professional learning in reading d. staff will be released to meet with consultants to debrief after coaching	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Continue Literacy Intervention a. 3 x Education Support staff continue to implement the Levelled Literacy Intervention program b. Levelled Literacy Intervention will target at students just below standard c. Continue to track progress of students that have completed LLI program to ensure growth occurs & continues when discontinued from program	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☑ Equity funding will be used

Learning Specialist as an exemplary classroom teacher a. Classroom teachers will observe the teaching of LS b. Make explicit which Practice Principles have been utilised/focussed on c. Create protocols around observing the LS teaching practice, expectations, debrief opportunity, data collection, feedback etc d. Peer observations of reading will form part of each teacher's PDP	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Other Literacy Intervention Strategies a. Continue to provide ILPs for students who are 12 months below or above standard in Reading b. Employ 2 x Speech Pathologists to work with students with language difficulties c. Speech pathologists to provide support, including professional learning to staff to be able to cater for students with specific needs d. Continue a whole school focus on the teaching of phonological awareness as an intervention strategy, including an explicit teaching of a phonological program for students up to year 3, as guided by the Speech Pathologists	☑ Allied Health ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☑ Equity funding will be used
School Improvement Partnerships - Keilor Views PS a. Leadership Team (Strategic Team) will continue to work with Leadership Team of Keilor PS with a focus on reading b. Refining the use of reading journals	☑ Assistant Principal ☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
High Impact Teaching Strategies a. Part of PDP	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1	$0.00

b. Leadership team to deliver PL for staff on each of the HITS, starting with feedback c. Teachers complete self-reflection, identifying self on the continuum of practice	to: Term 4 ☐ Equity funding will be used

KIS 2 Building practice excellence	Build capacity of teams to use data at teacher, team and whole school level to measure impact and for differentiation in reading
Actions	Provide professional learning in the effective use of data Introduce the data tool SPA Develop data protocols for team to use Schedule data discussions, around Reading, into meeting schedules
Outcomes	Students will: - know what they are learning & why - be able to articulate the strategies required for them to reach their reading goal - be able to talk about their learning growth - use & refer to rubrics - be able to use feedback to improve their learning - be able to refer to a continuum when articulating their goals & strategies Teachers will: - be able to understand & use data to inform their practice/teaching/planning - be able to have professional dialogue around the data - be able to triangulate data to make informed decisions & judgements to assign students at the appropriate st&ard - identify high-impact strategies & choose the most appropriate for the learning task - plan & provide for small teacher focus groups (differentiating) - use the reading continuum to set goals with students - have an understanding of Practice Principles 6 (Assessment) & 7 (Evidence Based Strategies) Leadership will: - make explicit & work with teams to understand the assessment schedule & purpose of each assessment item - facilitate professional dialogue around growth data for whole school, cohort, grade & individual dialogue - facilitate the PLC cycle, including setting SMART goals
Success Indicators	Minutes of meetings Data collection

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data - Team Level a. Refine the use of a data wall & create protocols & expectations around its use (eg timing of adding data, how it can be more effective/efficient & include triangulation of data) b. Ensure school goals, team goals & individual goals around data form part of each teacher's PDP goals c. Documentation around data & how it is used in every forum d. Revisit AIP twice a term at a PLT level e. Hold data discussion at least 3 times per term at a team level specifically around reading & attendance f. Identify & name the students in top two bands & specifically track their progress on a three weekly basis for reading g. Explicitly unpack the Practice Principles 6 & 7 with team & during coaching conversations	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Data - Leadership Level a. Assistant Principals meet weekly with LS & PLT leaders with a focus on student data b. Hold data discussion, using panorama report, more frequently at a leadership level, & determine which should be taken to team level c. Learning Specialists & interested teachers to participate in the Leading Literacy Data Course through Bastow	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used
Data - Professional Learning a. Include effective use of data, including whole school data, as part of the meeting schedule b. Provide professional learning to ensure greater alignment of teacher judgement to other data sources c. encourage teams to use professional practice days to moderate student work d. review & refine common assessment tasks & moderation processes for reading	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

e. introduce the tool SPA, including whole school PL at the beginning of the year				
Goal 2	To engage students in ownership of their learning.			
12 Month Target 2.1	Attendance data: By the end of 2019 the student absences averages will have decreased from ?? (2018) to 15.9 days.			
12 Month Target 2.2	Learning Confidence - Increase from 90% in 2018 to at/above 92% in 2019			
KIS 1 Empowering students and building school pride	Improve overall student attendance			
Actions	monitor attendance regularly hold 'wrap around learner' meetings for high absenteeism			
Outcomes	Students will: - come to school everyday - come to school on time each day Teachers will: - identify & intervene with students who are absent or come to school late - explain the strategies they use to decrease individual student absenteeism &/or lateness in team meetings - understand the push & pull factors that impact on student attendance - explicitly unpack the Practice Principle 1 (High Expectations) Leaders will: - be more aware of students with high absenteeism, lateness & early departures - have developed a range of intervention strategies to support students with high absenteeism - hold more 'wrap around the learner' meetings - be more proactive in the school community promoting the importance of attendance			
Success Indicators	attendance data will improve			

Activities and Milestones		Who	Is this a PL Priority	When	Budget
Monitor attendance data a. Appoint an attendance data manager to monitor attendance data b. continue to send out unexplained absence notices weekly c. on a monthly basis identify i. early leavers ii. late arrivals iii. chronic absences d. AP & social worker to contact or set up meetings with parents & teachers to create a "Wrap Around the Learner" model for students with an absences rate below 80% on a termly basis e. LT & Teacher to track individual students whose attendance rate drops below 90% in team meetings & discuss strategies over how to improve their attendance on a termly basis f. educating parents around the importance of attendance through parent forums, Prep transitions, social media, & other means g. communicate the importance of attendance, including impact on late arrivals & early departures on children's learning through newsletters & other social media devices h. chronic absences referred to SWV region within the first term (PWO)		☑ Allied Health ☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Appoint a Social Worker to act as Wellbeing Coordinator		☑ Allied Health	☐ PLP Priority	from: Term 1 to: Term 4	$70,000.00 ☑ Equity funding will be used
KIS 2	Build the capacity of students and teachers to give, receive and respond to feedback				

Empowering students and building school pride	
Actions	Involve students in giving and receiving feedback Join the VicSRC Teach the Teacher initiative through SVA
Outcomes	Students will: - be involved in the construction of the Success Criteria - be able to articulate the lesson Learning Intention & Success Criteria - know what is required of them to improve their work - be able to use checklists for self-assessment - understand what they need to do to improve - feel encouraged & supported to achieve the learning goals - use feedback to monitor & self-regulate their learning Teachers will: - give timely feedback to students on skills - give advice to students on what they can do to improve - use rubrics as a form of feedback, which will include additional comments that provide advice on where the students' learning needs to go next - involve students in the design of the success criteria - provide written & oral feedback which include descriptive comments that relate to the success criteria - build in structures that allow students to provide them with future feedback including exit tickets - act on feedback students provide on how to make their learning more meaningful - explicitly unpack the Practice Principles 2 Supportive Learning Environment & 3 Student Voice & Agency - provide feedback on tasks that challenges students to review, reflect on & refine their understandings at various points in a learning sequence - give timely feedback, acknowledges areas well-h&led & suggest areas for improvement - structure feedback to support further learning - organise a a variety of audiences to provide feedback - use student assessment data as a source of feedback on the effectiveness of their teaching practice Leaders will: - provide professional development & reading on giving, responding & receiving feedback - model the use of feedback with students - provide teachers with feedback after leaning walks

Success Indicators	Student Attitude to School Survey Staff Opinion Survey Coaching notes Creation of Whole School documentation on feedback				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Professional Learning a. Professional learning for teachers on giving & receiving feedback to & from students b. Through coaching develop staff's ability in conferencing/reflective practices for students & staff c. Consistent, whole-school approach will be developed around the use of feedback	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
PLTs to focus on the feedback (High Impact Teaching Strategy) a. Plan how student to teacher, teacher to student & student to student feedback will be implemented b. Teachers will use the HITS continuum to reflect on their current practices around feedback & set an individual goal on feedback in their PDPs	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Whole School Documentation a. Complete documentation of prompting guide for goal setting in reading b. Learning Specialists model the use of prompting guide c. Refer to Department HITS resource for Feedback to develop staff's ability to provide effective feedback.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Model & monitor goal setting a. Learning walks will be conducted monthly, with a specific focus on reading b. Reflection component of the reading workshop to be consistently implemented at the completion of each session in reading using the three critical questions	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	

c. Develop & complete documentation of whole-school approach to giving feedback					
Teach the Teacher (VicSRC) a. use SVA connection to become involved in this initiative	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,200.00 ☑ Equity funding will be used	

Goal 3	To embed a safe and orderly learning environment
12 Month Target 3.1	Stimulating Learning – Increase from 90% in 2018 to at/above 92% in 2019 Student Safety – Increase from 89% in 2018 to at/above 91% in 2019
KIS 1 Setting expectations and promoting inclusion	Ensure consistent implementation of the School Wide Positive Behaviour Support Program
Actions	Revamp the SWPB initiative with support from Regional Coach
Outcomes	Students will: - articulate the expected behaviours as listed on matrix - live the expected behaviours in the yard, classrooms & corridors - demonstrate an understanding of how these behaviours assist them to improve their learning outcomes Teachers will: - have high expectations around student behaviours & adherence to the school values - consistently implement the components of the framework with all students - consistently give positive feedback to students around their behaviours - consistently model & explicitly teach the desired behaviours in their interactions - ensure they provide 5 positives for every negative per student Leaders will: - monitor the use of positive rewards - monitor the data to look for trends & improvements - collaboratively problem solve issues as they arise

Success Indicators	reduction in sentral incidences

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consistent use of data to monitor effectiveness of SWPB a. set-up fortnightly meetings to monitor incident data from Sentral b. create video to demonstrate various sections of the SWPB Matrix c. revamp the positive rewards component of the program by introducing ClassDojo	☑ Assistant Principal ☑ Leading Teacher(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
SWPB Team to meet regularly & monitor the implementation of SWPB consistently across all teams	☑ Assistant Principal ☑ Leading Teacher(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Engage with the SWV SWPB Coach to ensure the framework is implemented with fidelity & consistency	☑ Assistant Principal ☑ Leading Teacher(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Setting expectations and promoting inclusion	Further develop staff understanding and implementation of trauma-informed practices
Actions	Continue to develop our understanding around trauma and its affect on learning, ensuring our practices are modified to cater for children affected by trauma
Outcomes	Students will: - be involved in less major & minor behaviours in the classroom & yard, as evidenced by Sentral incidents

	- use Berry St Education Model (BSEM) strategies independently - be able to recognise & name their emotions - apply strategies to help regulate themselves Teachers will: - ensure consistent use of the BSEM in their classrooms i/ Ready to Learn Plans ii/ Cool Down nooks iii/ character strengths iv/ explicit BSEM lessons Leadership will: - ensure meeting agendas are dedicated to discussing & reflecting on trauma-informed practices - track the number of Sentral incidents - expect that everyone uses the same language around trauma-informed practice - ensure consistent use of language reflective of the framework - ensure the Berry St strategies & lessons are taught & used explicitly
Success Indicators	reduction in number of sentral incidences

Activities and Milestones	Who	Is this a PL Priority	When	Budget
LT/LSs will ensure inclusion & engagement occurs for all students within their team. a. monitor the consistency of the implementation of the BSEM b. provide support & professional learning to their team members as required	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Berry Street Education Model a. train staff new to the school in the Berry St Education Model b. continue to actively participate in the Melton Community of Practice Berry St Masterclasses c. create a school-based 'Agreed Practices' document around Berry St strategies/expectations d. classroom walks looking for effective implementation of BSEM	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

e. PLT discussions f. PDP goal					
Australian Childhood Trauma Group (ACT) a. Refine and continue the partnership with the Australian Childhood Trauma Group b. Hold reflective session twice per term per team c. Provide individual student support and counselling d. Provide staff training/support for individual students as required e. ACT to provide professional learning for trauma informed teaching as required	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used	
Induction a. Evaluate & refine the Induction Process & program for new & returning staff, with specific emphasis on trauma informed education (IMOCAD)	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$34,000.00 ☑ Equity funding will be used	

KIS 3 Setting expectations and promoting inclusion	Embed the social and emotional curriculum across the school
Actions	Embed the social & emotional curriculum across the school, specifically Respectful Relationships
Outcomes	Students will: - demonstrate respectful behaviours in their everyday interactions - be able to articulate what respect means & its importance in everyday interactions Teachers will: - use a common & consistent language reflective of the Respectful Relationships curriculum - plan & implement the Respectful Relationships curriculum Leaders will: - lead in demonstrating respectful behaviour in interactions with all members of the school community - ensure consistency in team planning
Success Indicators	reduction in behavioural incidences recorded on Sentral and a decrease in suspensions

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Focus on the core value of Respect a.　establish weekly assembly item of respect b.　implement the respectful relationships curriculum across the school using DET resource, weekly planned lessons, c.　use the Attitudes to School Survey & Student Voice Survey data to gauge impact d.　develop common dialogue about what respect is e.　ensure each staff meeting includes a reflection on respectful behaviour	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
School Values a.　profile each value in the newsletter	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$1,146,700.00	0.00
Additional Equity funding	$89,600.00	$89,600.00
Grand Total	$1,236,300.00	$89,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
LTs/LSs as Teaching & Learning Coaches a.　Appoint 4 Learning Specialists to work with teams across the school b.　Learning Specialists coach teachers within their team focusing on the teaching of reading using the Student Centred Coaching Model c.　Learning Specialist will focus on using the DET Literacy Toolkit with each of their coachee d.　Ensure conferencing & goal-setting is embedded e.　Focus on differentiating using instructional strategies, such as Guided Reading, Reciprocal Teaching & literacy Literature Circles f.　Explicitly unpack Practice Principles 4 (Curriculum Planning) & Practice Principle 7 (Evidence Based Strategies) with team & during coaching conversations	from: Term 1 to: Term 4	☑ School-based staffing	$360,000.00	$360,000.00
Literacy Consultants a.　Literacy Consultants employed (1 x 0.2 EFT	from: Term 1	☑ Professional development (excluding CRT costs and new FTE)	$100,000.00	$100,000.00

P-2 & 1 x 0.4 EFT 3-6) b. Literacy Consultants will coach teachers in reading c. Literacy Consultants will provide whole school &/or team &/or individual professional learning in reading d. staff will be released to meet with consultants to debrief after coaching	to: Term 4			
Continue Literacy Intervention a. 3 x Education Support staff continue to implement the Levelled Literacy Intervention program b. Levelled Literacy Intervention will target at students just below standard c. Continue to track progress of students that have completed LLI program to ensure growth occurs & continues when discontinued from program	from: Term 1 to: Term 4	☑ School-based staffing	$120,000.00	$120,000.00
Learning Specialist as an exemplary classroom teacher a. Classroom teachers will observe the teaching of LS b. Make explicit which Practice Principles have been utilised/focussed on c. Create protocols around observing the LS teaching practice, expectations, debrief opportunity, data collection, feedback etc d. Peer observations of reading will form part of each teacher's PDP	from: Term 1 to: Term 4	☑ School-based staffing	$100,000.00	$100,000.00
Other Literacy Intervention Strategies a. Continue to provide ILPs for students who are 12 months below or above standard in Reading b. Employ 2 x Speech Pathologists to work with students with language difficulties c. Speech pathologists to provide support, including professional learning to staff to be able to cater for students with specific needs	from: Term 1 to: Term 4	☑ School-based staffing	$120,000.00	$120,000.00

d. Continue a whole school focus on the teaching of phonological awareness as an intervention strategy, including an explicit teaching of a phonological program for students up to year 3, as guided by the Speech Pathologists				
School Improvement Partnerships - Keilor Views PS a. Leadership Team (Strategic Team) will continue to work with Leadership Team of Keilor PS with a focus on reading b. Refining the use of reading journals	from: Term 1 to: Term 4	☑ CRT	$10,000.00	
Data - Leadership Level a. Assistant Principals meet weekly with LS & PLT leaders with a focus on student data b. Hold data discussion, using panorama report, more frequently at a leadership level, & determine which should be taken to team level c. Learning Specialists & interested teachers to participate in the Leading Literacy Data Course through Bastow	from: Term 1 to: Term 4	☑ School-based staffing ☑ CRT	$1,500.00	$1,500.00
Data - Professional Learning a. Include effective use of data, including whole school data, as part of the meeting schedule b. Provide professional learning to ensure greater alignment of teacher judgement to other data sources c. encourage teams to use professional practice days to moderate student work d. review & refine common assessment tasks & moderation processes for reading e. introduce the tool SPA, including whole school PL at the beginning of the year	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$5,000.00	$5,000.00
Monitor attendance data a. Appoint an attendance data manager to monitor attendance data b. continue to send out unexplained absence	from: Term 1 to: Term 4	☑ School-based staffing	$10,000.00	

notices weekly
c.   on a monthly basis identify
i.   early leavers
ii.   late arrivals
iii.   chronic absences
d.   AP & social worker to contact or set up meetings with parents & teachers to create a "Wrap Around the Learner" model for students with an absences rate below 80% on a termly basis
e.   LT & Teacher to track individual students whose attendance rate drops below 90% in team meetings & discuss strategies over how to improve their attendance on a termly basis
f.   educating parents around the importance of attendance through parent forums, Prep transitions, social media, & other means
g.   communicate the importance of attendance, including impact on late arrivals & early departures on children's learning through newsletters & other social media devices
h.   chronic absences referred to SWV region within the first term (PWO)

Appoint a Social Worker to act as Wellbeing Coordinator	from: Term 1 to: Term 4	☑ School-based staffing	$70,000.00	$70,000.00
Teach the Teacher (VicSRC) a. use SVA connection to become involved in this initiative	from: Term 1 to: Term 4	☑ CRT	$1,200.00	$1,200.00
Consistent use of data to monitor effectiveness of SWPB a. set-up fortnightly meetings to monitor incident data from Sentral b. create video to demonstrate various sections of the SWPB Matrix	from: Term 1 to: Term 4	☑ CRT	$10,000.00	$10,000.00

c. revamp the positive rewards component of the program by introducing ClassDojo				
Berry Street Education Model a. train staff new to the school in the Berry St Education Model b. continue to actively participate in the Melton Community of Practice Berry St Masterclasses c. create a school-based 'Agreed Practices' document around Berry St strategies/expectations d. classroom walks looking for effective implementation of BSEM e. PLT discussions f. PDP goal	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$5,000.00	$5,000.00
Australian Childhood Trauma Group (ACT) a. Refine and continue the partnership with the Australian Childhood Trauma Group b. Hold reflective session twice per term per team c. Provide individual student support and counselling d. Provide staff training/support for individual students as required e. ACT to provide professional learning for trauma informed teaching as required	from: Term 1 to: Term 4	☑ Support services	$200,000.00	$200,000.00
Induction a. Evaluate & refine the Induction Process & program for new & returning staff, with specific emphasis on trauma informed education (IMOCAD)	from: Term 1 to: Term 4	☑ School-based staffing	$34,000.00	
Totals			$1,146,700.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)

Numeracy Consultant - Christine Botheros, 2 days per week	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$50,000.00	$50,000.00
PLC Coaching with Colin Sloper - 6 days over year	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$39,600.00	$39,600.00
Totals			$89,600.00	$89,600.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
LTs/LSs as Teaching & Learning Coaches a. Appoint 4 Learning Specialists to work with teams across the school b. Learning Specialists coach teachers within their team focusing on the teaching of reading using the Student Centred Coaching Model c. Learning Specialist will focus on using the DET Literacy Toolkit with each of their coachee d. Ensure conferencing & goal-setting is embedded e. Focus on differentiating using instructional strategies, such as Guided Reading, Reciprocal Teaching & literacy Literature Circles f. Explicitly unpack Practice Principles 4 (Curriculum Planning) & Practice Principle 7 (Evidence Based Strategies) with team & during coaching conversations	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ School improvement partnerships ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Literacy Consultants a. Literacy Consultants employed (1 x 0.2 EFT P-2 & 1 x 0.4 EFT 3-6) b. Literacy Consultants will coach teachers in reading c. Literacy Consultants will provide whole school &/or team &/or individual professional learning in reading d. staff will be released to meet with consultants to debrief after coaching	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ External consultants Michelle Nowak Viv Arbaci	☑ On-site
Learning Specialist as an exemplary classroom teacher a. Classroom teachers will observe the teaching of LS b. Make explicit which Practice Principles have been utilised/focussed on c. Create protocols around observing the LS teaching practice, expectations, debrief opportunity, data collection, feedback etc d. Peer observations of reading will form part of each teacher's PDP	☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Learning Specialist	☑ On-site
Other Literacy Intervention Strategies	☑ Allied Health	from: Term 1	☑ Design of formative assessments	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site

| a. Continue to provide ILPs for students who are 12 months below or above standard in Reading
b. Employ 2 x Speech Pathologists to work with students with language difficulties
c. Speech pathologists to provide support, including professional learning to staff to be able to cater for students with specific needs
d. Continue a whole school focus on the teaching of phonological awareness as an intervention strategy, including an explicit teaching of a phonological program for students up to year 3, as guided by the Speech Pathologists | ☑ Teacher(s) | to:
Term 4 | ☑ Collaborative Inquiry/Action Research team
☑ Curriculum development | ☑ Professional Practice Day
☑ Formal School Meeting / Internal Professional Learning Sessions
☑ PLC/PLT Meeting | | |
| School Improvement Partnerships - Keilor Views PS
a. Leadership Team (Strategic Team) will continue to work with Leadership Team of Keilor PS with a focus on reading
b. Refining the use of reading journals | ☑ Assistant Principal
☑ Leadership Partners (DSSI)
☑ Leadership Team
☑ Principal
☑ Teacher(s) | from:
Term 1
to:
Term 4 | ☑ Collaborative Inquiry/Action Research team
☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ School improvement partnerships
☑ Internal staff | ☑ Off-site a combination of visits both at Keilor Views PS and Melton Wesr PS |

High Impact Teaching Strategies a. Part of PDP b. Leadership team to deliver PL for staff on each of the HITS, starting with feedback c. Teachers complete self-reflection, identifying self on the continuum of practice	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Data - Team Level a. Refine the use of a data wall & create protocols & expectations around its use (eg timing of adding data, how it can be more effective/efficient & include triangulation of data) b. Ensure school goals, team goals & individual goals around data form part of each teacher's PDP goals c. Documentation around data & how it is used in every forum d. Revisit AIP twice a term at a PLT level e. Hold data discussion at least 3 times per term at a team level specifically around reading & attendance f. Identify & name the students in top two bands & specifically track their progress on a three weekly basis for reading	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site

g. Explicitly unpack the Practice Principles 6 & 7 with team & during coaching conversations						
Data - Leadership Level a. Assistant Principals meet weekly with LS & PLT leaders with a focus on student data b. Hold data discussion, using panorama report, more frequently at a leadership level, & determine which should be taken to team level c. Learning Specialists & interested teachers to participate in the Leading Literacy Data Course through Bastow	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Data - Professional Learning a. Include effective use of data, including whole school data, as part of the meeting schedule b. Provide professional learning to ensure greater alignment of teacher judgement to other data sources c. encourage teams to use professional practice days to moderate student work d. review & refine common assessment tasks &	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site

moderation processes for reading e. introduce the tool SPA, including whole school PL at the beginning of the year						
Professional Learning a. Professional learning for teachers on giving & receiving feedback to & from students b. Through coaching develop staff's ability in conferencing/reflective practices for students & staff c. Consistent, whole-school approach will be developed around the use of feedback	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
PLTs to focus on the feedback (High Impact Teaching Strategy) a. Plan how student to teacher, teacher to student & student to student feedback will be implemented b. Teachers will use the HITS continuum to reflect on their current practices around feedback & set an individual goal on feedback in their PDPs	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Whole School Documentation a. Complete	☑ Leading Teacher(s)	from: Term 1	☑ Formalised PLC/PLTs	☑ Professional Practice Day	☑ Learning Specialist	☑ On-site

documentation of prompting guide for goal setting in reading b. Learning Specialists model the use of prompting guide c. Refer to Department HITS resource for Feedback to develop staff's ability to provide effective feedback.	☑ Learning Specialist(s)	to: Term 4			☑ PLC/PLT Meeting	
Consistent use of data to monitor effectiveness of SWPB a. set-up fortnightly meetings to monitor incident data from Sentral b. create video to demonstrate various sections of the SWPB Matrix c. revamp the positive rewards component of the program by introducing ClassDojo	☑ Assistant Principal ☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Communities of Practice	☑ Internal staff ☑ Departmental resources SWPB Regional Coach Shaun Faulkhead	☑ On-site
Engage with the SWV SWPB Coach to ensure the framework is implemented with fidelity & consistency	☑ Assistant Principal ☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ External consultants SWPB Regional Coach Shaun Faulkhead	☑ On-site

LT/LSs will ensure inclusion & engagement occurs for all students within their team. a.　monitor the consistency of the implementation of the BSEM b.　provide support & professional learning to their team members as required	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Berry Street Education Model a.　train staff new to the school in the Berry St Education Model b.　continue to actively participate in the Melton Community of Practice Berry St Masterclasses c.　create a school-based 'Agreed Practices' document around Berry St strategies/expectations d.　classroom walks looking for effective implementation of BSEM e.　PLT discussions f.　PDP goal	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day	☑ External consultants Berry St Trainers and facilitators	☑ Off-site training held at Kurunjang PS for Network schools requiring new staff to be trained
Australian Childhood Trauma Group (ACT) a.　Refine and continue the partnership with the Australian Childhood Trauma Group b.　Hold reflective session twice per term per team	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ External consultants ACT psychologists and social workers	☑ On-site

c. Provide individual student support and counselling d. Provide staff training/support for individual students as required e. ACT to provide professional learning for trauma informed teaching as required					