

2019 Annual Implementation Plan

for improving student outcomes

Morang South Primary School (1975)



Submitted for review by Julie Jones (School Principal) on 21 March, 2019 at 08:37 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 29 March, 2019 at 07:46 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	Ongoing staff PL and creation on FISO folders have ensure that staff understand how Vic Curr, HITS & other DETS policies support the implementation of FISO at MSPS. Maths & Writing PLC work has resulted in investigations & experiences happening in teams. KidsMatter accreditation achieved and ongoing work on RR as a lead school.
Considerations for 2019	Continue to the work done by the Maths & Writing PLC. Creating documentation that supports implementing these processes, experiences & investigations
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise student performance in Mathematics, specifically to increase the number of student in the top 2 bands.
Target 1.1	<p>At least 12 month's growth for all students in Teacher Judgement supported by data.</p> <p>Decrease students to 10% in lowest bands in grades 3 & 5 NAPLAN. Increase students to 80% in bands 6-8 in grades 3 & 5 NAPLAN. Increase students to 90% in bands 4-6 in grades 3 & 5 NAPLAN. NAPLAN data to show 2 years growth between grades 3 & 5</p> <p>At least 90% of students to benchmark in PM Reading Records, PAT Maths & OnDemand</p>
Key Improvement Strategy 1.a Building practice excellence	Continue to use pre & post testing data to target learning needs
Key Improvement Strategy 1.b Building practice excellence	Provide opportunities for students to extend their knowledge & challenge their skill application
Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community
Target 2.1	<p>Attitudes To School Survey: Learning Confidence – variable current 4.22 – Target 5.00; Student Motivation - variable current 4.67 – Target 5.2</p> <p>Parent Opinion Survey Transition variable – current 5.63 – target 6.0; General Satisfaction variable – current 5.52 – target 6.0</p> <p>Attendance data Increase school attendance average from 92.14% to 94%</p>

	<p>Student Voice - Increase students opportunities to have a genuine voice in their learning</p> <p>Increase the Real life problem variable on the staff survey to >75%</p> <p>To maintain 0 expulsions and have < 6 suspensions</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Develop a consistent vision and through lines documentation for integrated topics with a focus on whole school curiosity/inquiry.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Continue to plan for ways that give students the tools they need to become successful at directing their own learning (whole school approach).</p>
<p>Key Improvement Strategy 2.c Empowering students and building school pride</p>	<p>Continue to provide staff PL to obtain strategies and skills on the use of effective questioning techniques.</p>
<p>Goal 3</p>	<p>To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.</p>
<p>Target 3.1</p>	<p>Attitudes to School Survey Student Safety variable- current 4.63, Target 5.1; Student Morale variable - current 6.14, Target 6.5; Classroom Behaviour variable - current 4.18, Target 5.00</p> <p>Parent Opinion Survey School Improvement variable - current 5.52, Target 6.0; Student Safety variable - current 5.4, Target – 6.0 Classroom Behaviour variable - current 4.18, Target 5.00; Teacher Morale - current 5.65, Target 6.00</p> <p>Staff Opinion Survey Collective Efficacy: increase school mean from 4.00 (2015) to be 4.8 (2019)</p>

	Student voice Increase students opportunities to have a genuine voice in their learning Collect Bully Stoppers Survey data
Key Improvement Strategy 3.a Building communities	Continue to liaise with parents, families and the school community
Key Improvement Strategy 3.b Building communities	SEL PLC to continue to implement current best practices using the data derived from the evaluations
Key Improvement Strategy 3.c Building communities	Continue to implement, review and monitor the processes for behaviour management inside and outside, in line with the SEW & I policy
Key Improvement Strategy 3.d Building communities	Continue to support students to value and adopt leadership responsibilities within the school and community
Key Improvement Strategy 3.e Building communities	Continue to liaise with outside community partners, agencies and other schools
Key Improvement Strategy 3.f Building communities	Continue to monitor and review the effectiveness of initiatives to promote attendance
Key Improvement Strategy 3.g Building communities	Continue to liaise with outside transition co-ordinators and monitor the Intra School and inter school transition program
Goal 4	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.
Target 4.1	Questioning documented in planners

	Teachers & students ask higher order thinking questions
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Document explicit Teaching of Thinking and Questioning Skills in planners driven by 21st Century Learning ALT.
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Embed HITS - Questioning & Metacognitive Strategies
Goal 5	To maximise student performance in Reading and Writing through evidence based practices and the evaluation of data.
Target 5.1	<p>READING</p> <ul style="list-style-type: none"> • Raise achievement for students performing in the NAPLAN top two bands from 58% to 61% in year 3. • Raise achievement for students performing in the NAPLAN top two bands from 42% to 45% in year 5. • reduce the percentage of students performing in the bottom two bands in Year 5 for their year level in Reading: 13.3% in bottom two bands reduced to 10% in 2019
Target 5.2	<p>WRITING</p> <ul style="list-style-type: none"> • Raise achievement for students performing in the NAPLAN top two bands from 57% to 60% in year 3. • Raise achievement for students performing in the NAPLAN top two bands from 14% to 17% in year 5.

	<ul style="list-style-type: none"> • reduce the percentage of students performing in the bottom two bands in Year 5 for their year level in Writing: 18% in bottom two bands reduced to 15% in 2019
Key Improvement Strategy 5.a Building practice excellence	Review and embed the whole school Reading Strategies @MSPS
Key Improvement Strategy 5.b Building practice excellence	Develop and implement a whole school approach to Writing through investigation
Key Improvement Strategy 5.c Evaluating impact on learning	Introduce PLCs
Key Improvement Strategy 5.d Curriculum planning and assessment	Whole school moderation
Key Improvement Strategy 5.e Evidence-based high-impact teaching strategies	HITS to frame teaching and learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise student performance in Mathematics, specifically to increase the number of student in the top 2 bands.	Yes	<p>At least 12 month's growth for all students in Teacher Judgement supported by data.</p> <p>Decrease students to 10% in lowest bands in grades 3 & 5 NAPLAN. Increase students to 80% in bands 6-8 in grades 3 & 5 NAPLAN. Increase students to 90% in bands 4-6 in grades 3 & 5 NAPLAN. NAPLAN data to show 2 years growth between grades 3 & 5</p> <p>At least 90% of students to benchmark in PM Reading Records, PAT Maths & OnDemand</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase percentage of students in the top 2 bands from 21.7% to 30% in grade 5 and from 38% in grade 3 to 42% with the focus on the top two bands. Increase percentage of high or medium growth between Year 3 and Year 5 up from 69% to 75%.</p>
To increase student engagement, collaboration and motivation within an inquiry-based learning community	Yes	<p>Attitudes To School Survey: Learning Confidence – variable current 4.22 – Target 5.00; Student Motivation - variable current 4.67 – Target 5.2</p> <p>Parent Opinion Survey Transition variable – current 5.63 – target 6.0; General Satisfaction variable – current 5.52 – target 6.0</p>	To utilize inquiry-based learning to increase student engagement, collaboration and motivation.

		<p>Attendance data Increase school attendance average from 92.14% to 94%</p> <p>Student Voice - Increase students opportunities to have a genuine voice in their learning</p> <p>Increase the Real life problem variable on the staff survey to >75%</p> <p>To maintain 0 expulsions and have < 6 suspensions</p>	
<p>To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.</p>	<p>Yes</p>	<p>Attitudes to School Survey Student Safety variable- current 4.63, Target 5.1; Student Morale variable - current 6.14, Target 6.5; Classroom Behaviour variable - current 4.18, Target 5.00</p> <p>Parent Opinion Survey School Improvement variable - current 5.52, Target 6.0; Student Safety variable - current 5.4, Target – 6.0 Classroom Behaviour variable - current 4.18, Target 5.00; Teacher Morale - current 5.65, Target 6.00</p> <p>Staff Opinion Survey Collective Efficacy: increase school mean from 4.00 (2015) to be 4.8 (2019)</p> <p>Student voice Increase students opportunities to have a genuine voice in their learning Collect Bully Stoppers Survey data</p>	<p>To further build upon our learning community by strengthening relationships, increasing the parent opinion survey community involvement variable from 73% to 83%</p>

<p>To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.</p>	<p>Yes</p>	<p>Questioning documented in planners</p> <p>Teachers & students ask higher order thinking questions</p>	<p>To increase staff confidence in questioning students through targeted professional learning and observations</p>
<p>To maximise student performance in Reading and Writing through evidence based practices and the evaluation of data.</p>	<p>Yes</p>	<p>READING</p> <ul style="list-style-type: none"> • Raise achievement for students performing in the NAPLAN top two bands from 58% to 61% in year 3. • Raise achievement for students performing in the NAPLAN top two bands from 42% to 45% in year 5. • reduce the percentage of students performing in the bottom two bands in Year 5 for their year level in Reading: 13.3% in bottom two bands reduced to 10% in 2019 	<p>To maximise student performance in Reading through evidence based practices and the evaluation of data; increasing number of students in the top 2 bands by 10% and reducing the number of students in the bottom 2 bands by 10%</p>
		<p>WRITING</p> <ul style="list-style-type: none"> • Raise achievement for students performing in the NAPLAN top two bands from 57% to 60% in year 3. • Raise achievement for students performing in the NAPLAN top two bands from 14% to 17% in year 5. • reduce the percentage of students performing in the bottom two bands in Year 5 for their year level in 	<p>To maximise student performance in Writing through evidence based practices and the evaluation of data.</p>

		Writing: 18% in bottom two bands reduced to 15% in 2019	
--	--	---	--

Goal 1	To maximise student performance in Mathematics, specifically to increase the number of student in the top 2 bands.		
12 Month Target 1.1	Increase percentage of students in the top 2 bands from 21.7% to 30% in grade 5 and from 38% in grade 3 to 42% with the focus on the top two bands. Increase percentage of high or medium growth between Year 3 and Year 5 up from 69% to 75%.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to use pre & post testing data to target learning needs		Yes
KIS 2 Building practice excellence	Provide opportunities for students to extend their knowledge & challenge their skill application		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.	Previous NAPLAN data has shown a decrease of the students in the bottom two bands and that these students are moving into the middle bands. However the middle band percentage has been the similar for several years with a limited amount of students moving into the top 2 bands.		
Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community		
12 Month Target 2.1	To utilize inquiry-based learning to increase student engagement, collaboration and motivation.		

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop a consistent vision and through lines documentation for integrated topics with a focus on whole school curiosity/inquiry.	Yes
KIS 2 Empowering students and building school pride	Continue to plan for ways that give students the tools they need to become successful at directing their own learning (whole school approach).	Yes
KIS 3 Empowering students and building school pride	Continue to provide staff PL to obtain strategies and skills on the use of effective questioning techniques.	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.	Focus on having greater student agency in inquiry Develop staff and student questioning techniques	
Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.	
12 Month Target 3.1	To further build upon our learning community by strengthening relationships, increasing the parent opinion survey community involvement variable from 73% to 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Continue to liaise with parents, families and the school community	Yes

KIS 2 Building communities	SEL PLC to continue to implement current best practices using the data derived from the evaluations	Yes
KIS 3 Building communities	Continue to implement, review and monitor the processes for behaviour management inside and outside, in line with the SEW & I policy	Yes
KIS 4 Building communities	Continue to support students to value and adopt leadership responsibilities within the school and community	Yes
KIS 5 Building communities	Continue to liaise with outside community partners, agencies and other schools	Yes
KIS 6 Building communities	Continue to monitor and review the effectiveness of initiatives to promote attendance	Yes
KIS 7 Building communities	Continue to liaise with outside transition co-ordinators and monitor the Intra School and inter school transition program	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.	Need to continue to create opportunities across the school for various relationships in the community. Need to consolidate KidsMatter - Module 1 & 3 - continue by revisiting these modules Implementation of FISO - building communities	
Goal 4	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.	
12 Month Target 4.1	To increase staff confidence in questioning students through targeted professional learning and observations	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Intellectual engagement and self-awareness	Document explicit Teaching of Thinking and Questioning Skills in planners driven by 21st Century Learning ALT.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Embed HITS - Questioning & Metacognitive Strategies	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.	Increase questioning and thinking abilities of staff and students Need for implementation and embedding of HITS HITS self Assessment - staff agreed evolving; need to embed then work towards excelling	
Goal 5	To maximise student performance in Reading and Writing through evidence based practices and the evaluation of data.	
12 Month Target 5.1	To maximise student performance in Reading through evidence based practices and the evaluation of data; increasing number of students in the top 2 bands by 10% and reducing the number of students in the bottom 2 bands by 10%	
12 Month Target 5.2	To maximise student performance in Writing through evidence based practices and the evaluation of data.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Review and embed the whole school Reading Strategies @MSPS	Yes
KIS 2 Building practice excellence	Develop and implement a whole school approach to Writing through investigation	Yes
KIS 3	Introduce PLCs	Yes

Evaluating impact on learning		
KIS 4 Curriculum planning and assessment	Whole school moderation	Yes
KIS 5 Evidence-based high-impact teaching strategies	HITS to frame teaching and learning	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>Our data shows that we are currently at a plateau with our Reading, therefore this needs to continue to be a focus in 2019. Our Writing data across the state shows a large drop in students performing in the top two bands by Year 5. We aim to raise these achievements through targeted teaching and the evaluation of data in PLCs.</p> <p>The low number of students in the top 2 bands in writing is akin to our Similar, Network and the State schools' results.</p>	

Define Actions, Outcomes and Activities

Goal 1	To maximise student performance in Mathematics, specifically to increase the number of student in the top 2 bands.			
12 Month Target 1.1	Increase percentage of students in the top 2 bands from 21.7% to 30% in grade 5 and from 38% in grade 3 to 42% with the focus on the top two bands. Increase percentage of high or medium growth between Year 3 and Year 5 up from 69% to 75%.			
KIS 1 Building practice excellence	Continue to use pre & post testing data to target learning needs			
Actions	Use common pre & post tests with ZPD's measure against the Victorian Curriculum Protocols around pre & post testing situations			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - undertake regular pre and post testing - be provided with feedback about their learning needs & achievements <p>Teachers will:</p> <ul style="list-style-type: none"> - provide students with target feedback based on pre & post test - use data to plan & form focus groups of targeted teaching <p>Leaders will:</p> <ul style="list-style-type: none"> - create documentation around testing protocols - lead team based data analysis - track student growth from several post tests 			
Success Indicators	2019 NAPLAN data Increase of an average of 3.1 for questions category analysing & responding to evidence of learners' needs on the pedagogical crosswalk analysis Triangulation of this data to support teacher judgement			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Regular pre and post test data analysis in teams	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Create protocols around pre & post testing	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Teams break down individual item analysis from 2018 NAPLAN. Use this data to inform teaching practices	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to update and add to whole school maths planners - place value, number sense, time, fractions & money	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Provide opportunities for students to extend their knowledge & challenge their skill application			
Actions	Mathematical investigations occurring across the school on a regular basis Specific higher order questioning skills used to support & extend students			
Outcomes	Students will: - participate in mathematical investigations - share their learning Teachers will: - plan & create investigations that relate to the students own experiences			

	<ul style="list-style-type: none"> - scaffold and build upon students questioning & investigation skills - base investigations on maths concepts, descriptive language and inquiry topic each term <p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to plan & create investigations - allow time for teams to plan together - provide PL on scaffold & extending prompts and questions 			
Success Indicators	Increase 'creating environment for authentic learning' from 3.0 on the pedagogical crosswalk analysis			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teams plan for a maths based investigation each term	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Team based planning before planning day to begin the investigation	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,200.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community			
12 Month Target 2.1	To utilize inquiry-based learning to increase student engagement, collaboration and motivation.			
KIS 1 Empowering students and building school pride	Develop a consistent vision and through lines documentation for integrated topics with a focus on whole school curiosity/inquiry.			
Actions	21st Century PLC to work with staff on developing through lines and vision			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - participate in inquiry investigations - share their learning - become more skilled inquirers - ask higher order questions <p>Teachers will:</p> <ul style="list-style-type: none"> - plan & create investigations that relate to the students own experiences - scaffold and build upon students questioning & investigation skills - base investigations on descriptive language and inquiry topic each term <p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to plan & create investigations - allow time for teams to plan together - provide PL on scaffold & extending prompts and questions 			
Success Indicators	<p>Documentation of through lines and scope and sequence Student voice and agency is evident in process Improved Inquiry skills, questioning and thinking</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curiosity program to continue - students impact topic choices	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Regular PLT meetings - 21st Century Team	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigation into developmental play and creative play at playtimes	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 2	<input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Continue to plan for ways that give students the tools they need to become successful at directing their own learning (whole school approach).			
Actions	PL for staff around Student Agency and Voice - utilising DET Aspire document Student Voice working party- grades 4 - 6 Involve students in curriculum Design Ascertain prior knowledge Facilitate student 'Action" after units of work.			
Outcomes	Students will - collaborate with teachers and plan how they will boost student voice, agency and leadership in classrooms and across all levels of schooling. - develop the skills to have greater control over their learning Teachers will - collaborate with students and plan how they will boost student voice, agency and leadership in classrooms and across all levels of schooling. Leaders will - begin with a reflection on the structures, processes and practices that amplify student empowerment - build from a mutual understanding about the school's starting point for this work - support teachers and students to collaborate			
Success Indicators	PL plan Student Attitude to School Survey Local Student surveys Meeting minutes			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop whole school Plan for Student Voice and Agency - Utilising Amplify	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
All grade levels will develop goal setting protocols	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All grade levels will implement student led goal setting	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Continue to provide staff PL to obtain strategies and skills on the use of effective questioning techniques.			
Actions	PL - Embed HITS; Curiosity and Powerful Learning' particularly Questioning			
Outcomes	Students will: - build their capacity to think about and ask higher order questions - set their own learning goals			

	<p>Teachers will: - build their capacity to utilize the HITS, particularly Questioning.</p> <p>Leadership will: - provide PL around the HITS - support teachers to embed the HITS into Teaching and Learning</p>			
Success Indicators	<p>Staff surveys related to Questioning Student goal setting Student portfolios PDPs</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Planning Documents will reflect higher order questioning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
PL plan will reflect work around higher order questioning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Student led goal setting evident in planners and portfolios	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement 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

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.			
12 Month Target 3.1	To further build upon our learning community by strengthening relationships, increasing the parent opinion survey community involvement variable from 73% to 83%			
KIS 1 Building communities	Continue to liaise with parents, families and the school community			
Actions	<ul style="list-style-type: none"> - Informal/Formal Information Nights- MSPS Social Event, Winter Fest, Prep Information Nights, Respectful Relationships Evening - Festive Celebrations- Carols - Reports/3 Way Conferences - UEducateUs - Education Week Activities - Classroom projects - Surveys - School council and PFA 			
Outcomes	<p>Students will: demonstrate pride in the school through the attitudes to school survey and involvement in whole school activities and sporting competitions</p> <p>Teachers will: communicate and meet regularly with parents, seeking support and celebrating student achievement</p> <p>Leaders will: provide opportunities for staff and parents/carers to interact and build relationships</p>			
Success Indicators	We envisage an increased participation from families at the above events			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Informal/Formal Information Nights- MSPS Social Event, Winter Fest, Prep Information Nights, Respectful Relationships Evening Festive Celebrations- Carols	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

School Council and PFA involvement in the School.	<input checked="" type="checkbox"/> Assistant Principal <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
Reports/3 Way Conferences uEducateUs Education Week Activities Classroom projects	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building communities	SEL PLC to continue to implement current best practices using the data derived from the evaluations			
Actions	<ul style="list-style-type: none"> - Organise special events to create an awareness of the different aspects that SEL encompasses - Survey staff/students voice/school community to evaluate SEL initiatives 			
Outcomes	<p>Students will: demonstrate pride in the school through the attitudes to school survey and involvement in whole school activities and sporting competitions</p> <p>Teachers will: communicate and meet regularly with parents, seeking support and celebrating student achievement</p> <p>Leaders will: provide opportunities for staff and parents/carers to interact and build relationships</p>			
Success Indicators	<p>Attitude to school survey will show an increase in student engagement</p> <p>Parent survey will show community involvement variable from 73% to 83%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SEL Meetings	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <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
Continue Respectful Relations and KidsMatter; embedded in teacher and student practice	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Expand parent knowledge and understanding around Respectful Relations through newsletters, uEducateUs, Facebook group and Forums	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Harmony Day & RU OK Day	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Continue to implement, review and monitor the processes for behaviour management inside and outside, in line with the SEW & I policy			
Actions	<ul style="list-style-type: none"> - PL provided to support current staff and induct new staff with SEL practices, including Respectful Relationships - Rights and Responsibilities Folder to be utilised within the classroom and with Specialists classes 			
Outcomes	<p>Students will: be able to understand and discuss the key aspects of our school rights, values and Respectful Relationships at an age appropriate level</p> <p>Teachers will: utilise the SEW&I policy and SEL Scope and Sequence to be consistent across the school</p> <p>Leaders will: continue to provide support and clearly communicate the high expectations embodied in the SEW&I policy and Scope</p>			

	and Sequence			
Success Indicators	Consistency in language across the school-staff and students - maintain high standard of behaviour and engagement across the school			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
RR through planners	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue involvement as Lead School for RR	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Start up planners developed by SEL team around Values, Vision, Respectful Relationships etc	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building communities	Continue to support students to value and adopt leadership responsibilities within the school and community			
Actions	<ul style="list-style-type: none"> - Provide students with the opportunities to apply for leadership positions (School and Sports Captains, JSC, Student Voice, Specialist Leaders) - Provide students with experiences to develop and advance their leadership skills 			

Outcomes	Students will: value roles and responsibilities, demonstrating pride in the school and the part they play Teachers will: provide opportunities for student leadership and support to apply for positions and take advantage of opportunities available Leaders will: Model supportive leadership and provide leadership opportunities for students and staff			
Success Indicators	Students will take on responsibilities and leadership roles			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership conference - School Captains, Vice Captains, Art, Science and Language Captains & House Captains	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
JSC Leadership Day	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00 <input type="checkbox"/> Equity funding will be used
Leadership process to appoint school leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Celebration with School Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 4	\$300.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 5 Building communities	Continue to liaise with outside community partners, agencies and other schools			
Actions	<ul style="list-style-type: none"> - Respectful Relationships - Our Watch - White ribbon - Community of Practice schools - DPV Health (Prevention of Violence against Women) - KESO (cultural professional learning) - Government- Black Friday - School Psychologist/NIRODAH - Speech Therapist - Physiotherapist - PREPIC - Child First 			
Outcomes	<p>Students will: have access to support, through community partner and agencies to sustain positive mental health</p> <p>Teachers will: model and support positive mental health, referring students to agencies and partnerships with parents</p> <p>Leaders will: ensure a variety of services are accessible to the community and encourage all community members to utilise them</p>			
Success Indicators	<p>Community partners and agencies to provide access for students</p> <p>Raw data - students accessing support services</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provision of Psychologist by Nirodah	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 6 Building communities	Continue to monitor and review the effectiveness of initiatives to promote attendance			
Actions	<ul style="list-style-type: none"> - Attendance chart in classroom - Tracking absences and acknowledging classes with the least absence at assembly - Representation of absence data in Newsletter and reports - utilise DET support mechanisms 			
Outcomes	<p>Students will: attend school regularly</p> <p>Teachers will: focus on attendance and engage the students to promotes school attendance</p> <p>Leaders will: focus on improving attendance by supporting staff, students and the school community</p>			
Success Indicators	Improved attendance data - 94% attendance at all grade levels			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use of 'Its Cool to Be at School' - posters, newsletter	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Use of DET Non Attendance letter Templates	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Celebrate Attendance milestones	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 7 Building communities	Continue to liaise with outside transition co-ordinators and monitor the Intra School and inter school transition program			
Actions	<ul style="list-style-type: none"> - Roles of Responsibilities- 6-7 co-ordinator, K-P co-ordinator, Intra-School Transition Co-ordinator - Seek further strategies from colleagues from other school - Survey 2019 prep parents re: transitions- reflect on and utilise data to make improvements and/or changes - Survey 2018 grade 6 students re: transitions- reflect on and utilise data to make improvements and/or changes 			
Outcomes	<p>Students will: participate in an efficient intra and inter school transitions program</p> <p>Teachers will: provide an effective intra and inter school transition program, scaffolding student transition from one grade level to the next</p> <p>Leaders will: ensure that there are leadership and responsibility roles around transition.</p>			
Success Indicators	<p>The intra and inter school transition program will provide students with a clear pathway to the next step</p> <p>Attendance data</p> <p>Student and Parent Survey data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff with transition responsibilities liaise with Secondary Schools and Pre-Schools	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Extensive Intra-school transition program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.			
12 Month Target 4.1	To increase staff confidence in questioning students through targeted professional learning and observations			

KIS 1 Intellectual engagement and self-awareness	Document explicit Teaching of Thinking and Questioning Skills in planners driven by 21st Century Learning ALT.			
Actions	Investigate and Trial Questioning Model Term planners have documented explicit Higher Order Questions			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - develop higher order questioning skills - be Curious - understand and utilize a questioning model at the appropriate grade level <p>Teachers will</p> <ul style="list-style-type: none"> - plan higher order questions for units of work - document higher order questions - utilize school wide question stems and higher order questioning - <p>Leaders will</p> <ul style="list-style-type: none"> -support teachers with planning days - provide PL around questioning; utilizing HITS 			
Success Indicators	School wide Questioning model Questions in planners Student use of higher order questions			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Trial Bloom's higher order thinking model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Explicit Questions written in planners during planning sessions	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Scope & Sequence - Inquiry	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Embed HITS - Questioning & Metacognitive Strategies			
Actions	PL - HITS - questioning and meta- cognition Utilize model for Questioning Feedback model PDP Link Investigations, Maths and Writing Experiences - focus on Questioning & eventually metacognition			
Outcomes	Students will - develop higher order questioning skills - be Curious - understand and utilize a questioning model at the appropriate grade level Teachers will - plan higher order questions for units of work - document higher order questions - utilize school wide question stems and higher order questioning Leaders will -support teachers with planning days - provide PL around questioning; utilizing HITS			

Success Indicators	HITS - questioning and meta-cognition embedded in practice Staff response to continuous improvement around HITS - embedding toward excelling School wide Questioning model Questions in planners Student use of higher order questions			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PDP - goals around Questioning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Feedback model - improvement around questioning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff to have FISO pack for use at professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 5	To maximise student performance in Reading and Writing through evidence based practices and the evaluation of data.			
12 Month Target 5.1	To maximise student performance in Reading through evidence based practices and the evaluation of data; increasing number of students in the top 2 bands by 10% and reducing the number of students in the bottom 2 bands by 10%			
12 Month Target 5.2	To maximise student performance in Writing through evidence based practices and the evaluation of data.			

KIS 1 Building practice excellence	Review and embed the whole school Reading Strategies @MSPS			
Actions	Whole school approach to Reading (P-2 and 3-6) English ALT to lead changes across teams			
Outcomes	Students will <ul style="list-style-type: none"> - articulate the Reading Strategies @MSPS - apply a range of reading strategies when reading - participate in interactive and engaging reading activities - work collaboratively during reading Teachers will <ul style="list-style-type: none"> - be provided with PL on the Reading Strategies - have opportunities to plan and collaborate with other teachers based on best practices - further embed the Reading Strategies @MSPS in planning documents (Termly and weekly) - participate in PLCs to discuss Reading data and set new goals and targets, both for their planning/teaching and their students - work with students achieving below the expected level to lift their achievement - analyse their reading data and triangulate to make accurate judgements based on the MSPS English Assessment Guidelines Leaders will <ul style="list-style-type: none"> - provide teachers with ample planning time for PL, collaboration and planning - organise whole school moderation tasks - support teachers to make accurate judgements 			
Success Indicators	<ul style="list-style-type: none"> - student and teacher surveys based on the Reading Strategies @MSPS - reading goals reflected on by students (Reading Goals documents) - reading data on the intranet - NAPLAN data - planning document will reflect knowledge of the strategies 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>- student and teacher surveys based on the Reading Strategies @MSPS</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>- reading goals reflected on by students (Reading Goals documents)</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>- reading data on the intranet - NAPLAN data</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>- planning document will reflect knowledge of the strategies</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Develop and implement a whole school approach to Writing through investigation			
Actions	English ALT and Writing PLC members to investigate methods in teaching Writing to trial <ul style="list-style-type: none"> • Student surveys (engagement - student voice and agency) • Work samples • Descriptive - Writing @MSPS 			

Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - Engage in exploration type activities during Writing (hands on, exploration, descriptive, vocabulary) - Experience Writing through a range of methods which do not always include the physical experience of pencil to paper - Have oral language experience guided by teachers to ensure new vocabulary is used in context <p>Teachers will</p> <ul style="list-style-type: none"> - Utilise the Writing @MSPS document for planning Writing in teams and individually – Moving from teacher driven to student driven and mostly beginning with descriptive writing - Collaborate with their peers to plan and teach writing <p>Leaders will</p> <ul style="list-style-type: none"> - Explore a range of Writing methods and approaches through professional learning, reading and observations - Work on a scope and sequence for Writing - Unpack the Writing approaches of MSPS and discuss future methods to implement within the school 			
Success Indicators	<ul style="list-style-type: none"> - student and teacher surveys - work samples - NAPLAN and whole-school data - planners reflection knowledge of the Writing @MSPS process - students revise and edit their writing to set new goals (in books) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- student and teacher surveys	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- NAPLAN and whole-school data	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- planners reflection knowledge of the Writing @MSPS process	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
- students revise and edit their writing to set new goals (in books) - work samples	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Evaluating impact on learning	Introduce PLCs			
Actions	PLCs to be embedded across the school on alternate Curriculum team meetings (once a term)			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - Participate in rich assessment tasks in Reading and Writing - Recognise their own learning goals - Reflect on their Reading and Writing practices with some teacher guidance - Receive feedback from teacher and peers <p>Teachers will</p> <ul style="list-style-type: none"> - Work with their PLC team to analyse data - Set new planning and teaching goals based on student data - Discuss trends and new strategies and approaches to incorporate into planning documents - Work collaboratively with their team - Have specific data focused meetings with clear goals and intentions <p>Leaders will</p> <ul style="list-style-type: none"> - Facilitate the PLC meetings - Provide teachers with feedback and data driven dialogue - Investigate how PLCs will work at MSPS as we embed PLCs into our school practices 			
Success Indicators	<ul style="list-style-type: none"> - PLCs operate effectively across the school to track and monitor student and cohort data - meeting minutes indicate student achievement and future goals 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
- PLCs operate effectively across the school to track and monitor student and cohort data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
- meeting minutes indicate student achievement and future goals	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Curriculum planning and assessment	Whole school moderation			
Actions	SIL and ALTs to drive whole school moderation tasks each term (at least one in Reading and one in Writing)			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - Participate in rich assessment tasks in Reading and Writing - Recognise their own learning goals - Reflect on their Reading and Writing practices with some teacher guidance - Receive feedback from teacher and peers <p>Teachers will</p> <ul style="list-style-type: none"> - Discuss and plan for moderation tasks that are consistent within their team - Collect current student data based on guidelines - Discuss areas for improvement and future planning goals based on the data <p>Leaders will</p> <ul style="list-style-type: none"> - Set whole school moderation tasks prior to designating meeting schedules - Organise explicit instructions for teachers to know what data to collect and analyse 			

	- Organise templates for the data collection which prompts teachers to think about future goals with teaching, planning and learning			
Success Indicators	- whole school moderation minutes - teams analyse their current student and cohort data to set new goals			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- whole school moderation minutes - teams analyse their current student and cohort data to set new goals	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 5 Evidence-based high-impact teaching strategies	HITS to frame teaching and learning			
Actions	English ALT to update HITS review and set new goals to ensure that each team is working towards 4.Excelling in each HITS			
Outcomes	Students will - Be exposed to various ways of learning with evidence of the HITS present - Exposed to self, teacher and peer feedback - Reflect on their learning goals and set new targets Teachers will - Have professional learning which incorporates the HITS - Use the Writing @MSPS document to plan (incorporating the different HITS in each stage of Writing) - Unpack the HITS during PL and reflect on their proficiency in each - Incorporate aspects of the HITS in their planning documents Leaders will - Unpack the HITS and where they are visible - Set new goals for our school based on our level of progress in the HITS from 1.Emerging to 4.Excelling			
Success Indicators	- the planning of writing will incorporate the HITS focus of goal setting, self-reflection and feedback through student rubrics - English ALT will have reviewed progress in the HITS and use this to make changes and sustain practices			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
- the planning of writing will incorporate the HITS focus of goal setting, self-reflection and feedback through student rubrics	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
- English ALT will have reviewed progress in the HITS (Reading at this stage) and use this to make changes and sustain practices	<input checked="" type="checkbox"/> All Staff <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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$12,000.00	\$11,000.00
Additional Equity funding	\$28,000.00	\$21,000.00
Grand Total	\$40,000.00	\$32,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teams break down individual item analysis from 2018 NAPLAN. Use this data to inform teaching practices	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Teams plan for a maths based investigation each term	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Curiosity program to continue - students impact topic choices	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,500.00	\$1,500.00
Regular PLT meetings - 21st Century Team	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00

Informal/Formal Information Nights- MSPS Social Event, Winter Fest, Prep Information Nights, Respectful Relationships Evening Festive Celebrations- Carols	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$4,000.00	\$4,000.00
Expand parent knowledge and understanding around Respectful Relations through newsletters, uEducateUs, Facebook group and Forums	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$500.00	\$500.00
Harmony Day & RU OK Day	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Provision of Psychologist by Nirodah	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$2,000.00	\$1,000.00
Totals			\$12,000.00	\$11,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Sensory and Social Skills Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$15,000.00	\$8,000.00
Local ES staff	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$13,000.00	\$13,000.00

	to: Term 2			
Totals			\$28,000.00	\$21,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Create protocols around pre & post testing	<input checked="" type="checkbox"/> Leading 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"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Teams break down individual item analysis from 2018 NAPLAN. Use this data to inform teaching practices	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to update and add to whole school maths planners - place value, number sense, time, fractions & money	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teams plan for a maths based investigation each term	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Team based planning before planning day to begin the investigation	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Investigation into developmental play and creative play at playtimes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants To be Decided	<input checked="" type="checkbox"/> On-site
Develop whole school Plan for Student Voice and Agency - Utilising Amplify	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Planning Documents will reflect higher order questioning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Trial Bloom's higher order thinking model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
PDP - goals around Questioning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
All staff to have FISO pack for use at professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site