

2020 Annual Implementation Plan

for improving student outcomes

Grey Street Primary School (Traralgon) (3584)



**GREY STREET
PRIMARY SCHOOL**
TRARALGON

Submitted for review by Dean Gray (School Principal) on 16 December, 2019 at 10:16 AM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 20 December, 2019 at 02:57 PM
Endorsed by Jordan Lanigan (School Council President) on 16 January, 2020 at 10:30 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>We have a common language and whole school approach to behaviour support with our Grey Street Behaviour Support Plan.</p> <p>We have been a PLC Link school in 2019 and will be again in 2020. In 2019 over 50 schools attended our Open Days, covering Structures and Processes, the development and use of Proficiency Scales, the Grey Street School Wide Observation Model and PLC's in Secondary School. In 2020 there will also be a Middle Leaders COP to ensure consistency and sustainability of practice.</p> <p>We have a documented Adult Learning Plan aligned to AITSL standards which clearly articulates supports to develop individual, Team and Leadership skills, knowledge and understandings.</p> <p>We are trialling Continuous Reporting and are moving to a school wide approach to giving parents timely feedback on their child's learning that they can easily access at a time convenient to them.</p> <p>We have a common language and assessment of writing and are continuing to focus in 2020 on instructional practice using gradual release thinking and selected resources from the literacy toolkit.</p> <p>Kitchen Gardens expanded to P-4 in 2019 and virtual conferencing of Chinese will expand to Years 3, 4 and 5 in 2020.</p>
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<p>Considerations for 2020</p>	<p>Continuous Reporting will continue to be rolled out. School wide Observation Model will progress for "I do"- teacher think alouds to "We do" eg; shared writing in line with the development of an Instructional Model using Gradual Release thinking and an emphasis on effective instructional practice in writing through use of selected strategies from the literacy tool kit. There will be a focus on more students achieving the top two bands in NAPLAN and higher achieving students showing high growth. There are clear throughlines from AIP goals to key leadership positions in the organisational model for 2020. Detailed role descriptions including competencies, responsibilities and direct management lines will support this model and the achievement of AIP goals. There will be 50 and 100 day hinge point analysis done on progress towards achievement of goals. There is a detailed Adult Learning Plan aligned to AITSL standards for individual, team and leadership development for every teacher. Please find attached implementation plan for PLC Link work in 2020 including goals and actions.</p>
<p>Documents that support this plan</p>	<p>Implementation Plan PLC 2020.docx (0.04 MB)</p>

SSP Goals Targets and KIS

Goal 1	Improve literacy achievement and learning growth for every student
Target 1.1	<p>By 2023, increase the percentage of students making high relative learning gain in NAPLAN Year 5 for:</p> <ul style="list-style-type: none"> • Reading to 25 or above (from 20 in 2019) • Writing to 30 or above (from 25 in 2019)
Target 1.2	<p>By 2023, increase the percentage of students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 Reading to 65 or above (from 61 in 2019) • Year 3 Writing to 60 or above (from 55 in 2019) • Year 5 Reading to 44 or above (from 31 in 2019) • Year 5 Writing to 20 or above (from 15 in 2019)
Target 1.3	<p>Drafting note: please include current benchmark - i.e. what percentage of students are currently achieving 12+ months of growth in each area?</p> <p>By 2023, across all years, at least 90 per cent students will demonstrate 12 months or more learning growth in Reading and Viewing, and Writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.</p>
Target 1.4	<p>By 2023, increase the percentage of positive endorsement for the following factors on the SSS:</p> <ul style="list-style-type: none"> • Academic emphasis—to 80 from 67.9 in 2018

	<ul style="list-style-type: none"> • Guaranteed and viable curriculum—to 90 from 88.5 in 2018 • Collaboration—to 80 from 75.1 in 2018
Key Improvement Strategy 1.a Building practice excellence	Further develop the PLC approach focused on writing which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation
Key Improvement Strategy 1.b Building practice excellence	Build teacher content knowledge and pedagogical knowledge and practice in writing in order to enable the implementation of a school-wide approach to the teaching of writing
Goal 2	Improve numeracy achievement and learning growth for every student
Target 2.1	By 2023, increase the percentage of students making high relative learning gain in NAPLAN Numeracy to 25 or above (from 4 in 2019)
Target 2.2	By 2023, increase the percentage of students in the top two NAPLAN bands for numeracy: <ul style="list-style-type: none"> • Year 3 to 45 or above (from 40 in 2019) • Year 5 to 32 or above (from 25 in 2019)
Target 2.3	<p>Drafting note: please include current benchmark</p> <p>By 2023, across all years, at least 90 per cent of students will demonstrate 12 months or more learning growth in Numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards based data.</p>

Target 2.4	<p>By 2023, increase the percentage of positive endorsement for the following factors on the SSS:</p> <ul style="list-style-type: none"> • Staff trust in colleagues—to 80 from 76.2 in 2019 • Collective efficacy—to 75 from 68 in 2019 • Feedback—to 70 from 64.1 in 2019
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Strengthen teacher and team capability to use data and evidence to teach a differentiated numeracy curriculum that targets each student's point of learning need
Key Improvement Strategy 2.b Building practice excellence	Build teacher mathematical content knowledge and skill in delivering the mathematics curriculum so that students can apply mathematical skills for problem solving
Goal 3	Improve student cognitive engagement, student voice and learner agency
Target 3.1	<p>By 2023, the percent positive responses score on the AToSS will be:</p> <ul style="list-style-type: none"> • Motivation and interest—86 or above (from 82 for Year 5 boys, 78 for Year 6 girls in 2018) • Student voice & agency—90 or above (from 76 in 2018) • Stimulated learning—88 or above (from 81 in Year 6 in 2018) • Self-regulation and goal setting—90 or above (from 84 Year 5 boys in 2018)
Target 3.2	<p>By 2023, student absent days per full time equivalent will be less than 15 days for Years 4–6 (16.3 for Year 4 and 17.24 for Year 5 in 2018)</p> <p>By 2023, average absence days unapproved will be less than four for Years 5 and 6 (6.3 days for Year 5 and 6 days for Year 6 in 2018)</p>

Target 3.3	<p>By 2023, the percent positive responses score on the SSS will be:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—85 or above (from 75 in 2018) • Focus learning on real-life problems—80 or above (from 75 in 2018) • Collaborate to scaffold student learning—85 or above (from 79 in 2018)
Key Improvement Strategy 3.a Building practice excellence	Strengthen teacher knowledge and practice to activate student learner agency so students can act as partners in improving outcomes
Key Improvement Strategy 3.b Building practice excellence	Build the capacity of staff to deliver a deep and authentic-learning based curriculum by developing a learning climate that promotes challenge

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve literacy achievement and learning growth for every student	Yes	<p>By 2023, increase the percentage of students making high relative learning gain in NAPLAN Year 5 for:</p> <ul style="list-style-type: none"> • Reading to 25 or above (from 20 in 2019) • Writing to 30 or above (from 25 in 2019) 	<p>By the end of 2020, the target is to increase the percentage of students making high relative learning gain in Year 5 NAPLAN reading to 22 (20 in 2019), Year 5 NAPLAN writing to 27 (25 in 2019).</p>
		<p>By 2023, increase the percentage of students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 Reading to 65 or above (from 61 in 2019) • Year 3 Writing to 60 or above (from 55 in 2019) • Year 5 Reading to 44 or above (from 31 in 2019) • Year 5 Writing to 20 or above (from 15 in 2019) 	<p>By the end of 2020, the target is to increase the percentage of students in NAPLAN top two bands for reading and writing to the following scores:</p> <ul style="list-style-type: none"> - Year 3 Reading to 63 (from 61 in 2019) - Year 3 Writing to 57 (from 55 in 2019) - Year 5 Reading to 35 (from 31 in 2019) - Year 5 Writing to 17 (from 15 in 2019)
		<p>Drafting note: please include current benchmark - i.e. what percentage of students are currently achieving 12+ months of growth in each area?</p> <p>By 2023, across all years, at least 90 per cent students will demonstrate 12 months or more learning growth in Reading and Viewing, and Writing using teacher judgement data that has been</p>	<p>Learning growth for reading and writing will reflect at least 90% of students making at least one years growth, from the current level of.....</p>

		triangulated with reference to agreed norm–referenced/standards–based data.	
		<p>By 2023, increase the percentage of positive endorsement for the following factors on the SSS:</p> <ul style="list-style-type: none"> • Academic emphasis—to 80 from 67.9 in 2018 • Guaranteed and viable curriculum—to 90 from 88.5 in 2018 • Collaboration—to 80 from 75.1 in 2018 	<p>By the end of 2020, the following SSS targets will be achieved:</p> <ul style="list-style-type: none"> - Academic emphasis 70 (from 67.9 in 2018) - Guaranteed and viable curriculum 90 (from 88.5 in 2018) - Collaboration to 78 (from 75.1 in 2018)
Improve numeracy achievement and learning growth for every student	Yes	By 2023, increase the percentage of students making high relative learning gain in NAPLAN Numeracy to 25 or above (from 4 in 2019)	By the end of 2020, the target is to increase the percentage of students making high relative learning gain in NAPLAN Numeacy to 10 or above, from the current achievement of 4.
		<p>By 2023, increase the percentage of students in the top two NAPLAN bands for numeracy:</p> <ul style="list-style-type: none"> • Year 3 to 45 or above (from 40 in 2019) • Year 5 to 32 or above (from 25 in 2019) 	By the end of 2020, the target is to increase the percentage of students in the top two NAPLAN bands for numeracy to 42 for Year 3 (40 in 2019), and 28 for Year 5 (25 in 2019).
		<p>Drafting note: please include current benchmark</p> <p>By 2023, across all years, at least 90 per cent of students will demonstrate 12 months or more learning growth in Numeracy using</p>	Learning growth for numeracy will reflect at least 90% of students making at least one years growth, from the current level of.....

		Teacher Judgement data that has been triangulated with reference to agreed norm—referenced/standards based data.	
		<p>By 2023, increase the percentage of positive endorsement for the following factors on the SSS:</p> <ul style="list-style-type: none"> • Staff trust in colleagues—to 80 from 76.2 in 2019 • Collective efficacy—to 75 from 68 in 2019 • Feedback—to 70 from 64.1 in 2019 	By the end of 2020, staff trust in colleagues will increase to 78% (from 76.2 in 2019), collective efficacy will increase to 71% (from 68 in 2019), feedback will increase to 67% (from 64.1 in 2019).
Improve student cognitive engagement, student voice and learner agency	Yes	<p>By 2023, the percent positive responses score on the AToSS will be:</p> <ul style="list-style-type: none"> • Motivation and interest—86 or above (from 82 for Year 5 boys, 78 for Year 6 girls in 2018) • Student voice & agency—90 or above (from 76 in 2018) • Stimulated learning—88 or above (from 81 in Year 6 in 2018) • Self-regulation and goal setting—90 or above (from 84 Year 5 boys in 2018) 	By the end of 2020 the AToSS results will show that Motivation and interest will be at 84% or above for Year 5 boys, and 76% for Year 6 girls. Student voice & agency will be at 73% or above. Stimulated learning will be at 81% or above and Self-regulation and goal setting will be at 86% or above.
		<p>By 2023, student absent days per full time equivalent will be less than 15 days for Years 4–6 (16.3 for Year 4 and 17.24 for Year 5 in 2018)</p> <p>By 2023, average absence days unapproved will be less than four for Years 5 and 6 (6.3 days for Year 5 and 6 days for Year 6 in 2018)</p>	At the end of 2020 unexplained/unapproved absences will be at less than 4 days for the whole school. Student absent days will also be less than 16 days across the school.

		<p>By 2023, the percent positive responses score on the SSS will be:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—85 or above (from 75 in 2018) • Focus learning on real-life problems—80 or above (from 75 in 2018) • Collaborate to scaffold student learning—85 or above (from 79 in 2018) 	<p>In 2020 the Staff School Survey will indicate that the use of student feedback to improve practice is at 78% or above. Additionally, the Focus learning on real-life problems will be at 78% or above and Collaborate to scaffold student learning will be at 82%</p>
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Goal 1	Improve literacy achievement and learning growth for every student
12 Month Target 1.1	By the end of 2020, the target is to increase the percentage of students making high relative learning gain in Year 5 NAPLAN reading to 22 (20 in 2019), Year 5 NAPLAN writing to 27 (25 in 2019).
12 Month Target 1.2	<p>By the end of 2020, the target is to increase the percentage of students in NAPLAN top two bands for reading and writing to the following scores:</p> <ul style="list-style-type: none"> - Year 3 Reading to 63 (from 61 in 2019) - Year 3 Writing to 57 (from 55 in 2019) - Year 5 Reading to 35 (from 31 in 2019) - Year 5 Writing to 17 (from 15 in 2019)
12 Month Target 1.3	Learning growth for reading and writing will reflect at least 90% of students making at least one years growth, from the current level of.....
12 Month Target 1.4	<p>By the end of 2020, the following SSS targets will be achieved:</p> <ul style="list-style-type: none"> - Academic emphasis 70 (from 67.9 in 2018) - Guaranteed and viable curriculum 90 (from 88.5 in 2018) - Collaboration to 78 (from 75.1 in 2018)
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Further develop the PLC approach focused on writing which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation	No
KIS 2 Building practice excellence	Build teacher content knowledge and pedagogical knowledge and practice in writing in order to enable the implementation of a school-wide approach to the teaching of writing	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.	Our recent school review indicated a need to engage students in the top bands of achievement in literacy. To achieve this, a focus on teacher content knowledge and a differentiated curriculum needs to be a focus at Grey Street PS.	
Goal 2	Improve numeracy achievement and learning growth for every student	
12 Month Target 2.1	By the end of 2020, the target is to increase the percentage of students making high relative learning gain in NAPLAN Numeacy to 10 or above, from the current achievement of 4.	
12 Month Target 2.2	By the end of 2020, the target is to increase the percentage of students in the top two NAPLAN bands for numeracy to 42 for Year 3 (40 in 2019), and 28 for Year 5 (25 in 2019).	
12 Month Target 2.3	Learning growth for numeracy will reflect at least 90% of students making at least one years growth, from the current level of.....	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Strengthen teacher and team capability to use data and evidence to teach a differentiated numeracy curriculum that targets each student's point of learning need	No

KIS 2 Building practice excellence	Build teacher mathematical content knowledge and skill in delivering the mathematics curriculum so that students can apply mathematical skills for problem solving	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.	Our recent school review indicated a need to engage students in the top bands of achievement in numeracy. To achieve this, a focus on teacher content knowledge and a differentiated curriculum needs to be a focus at Grey Street PS.	
Goal 3	Improve student cognitive engagement, student voice and learner agency	
12 Month Target 3.1	By the end of 2020 the AToSS results will show that Motivation and interest will be at 84% or above for Year 5 boys, and 76% for Year 6 girls. Student voice & agency will be at 73% or above. Stimulated learning will be at 81% or above and Self-regulation and goal setting will be at 86% or above.	
12 Month Target 3.2	At the end of 2020 unexplained/unapproved absences will at less than 4 days for the whole school. Student absent days will also be less than 16 days across the school.	
12 Month Target 3.3	In 2020 the Staff School Survey will indicate that the use of student feedback to improve practice is at 78% or above. Additionally, the Focus learning on real-life problems will be at 78% or above and Collaborate to scaffold student learning will be at 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Strengthen teacher knowledge and practice to activate student learner agency so students can act as partners in improving outcomes	No
KIS 2 Building practice excellence	Build the capacity of staff to deliver a deep and authentic-learning based curriculum by developing a learning climate that promotes challenge	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.

Our recent school review highlighted that we have significant work to do in the area of student agency in their learning. This finding was consistent with our Students Attitude to School Survey results reflecting a drop in Student voice and agency in 2019 and our staff survey that indicated a lack of teacher collaboration. Selection of this KIS builds on our 2018 and 2019 work around Deep Learning, building student voice and agency across the network and improving learning agency in the classroom.

Define Actions, Outcomes and Activities

Goal 1	Improve literacy achievement and learning growth for every student
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12 Month Target 1.4	By the end of 2020, the following SSS targets will be achieved: <ul style="list-style-type: none"> - Academic emphasis 70 (from 67.9 in 2018) - Guaranteed and viable curriculum 90 (from 88.5 in 2018) - Collaboration to 78 (from 75.1 in 2018)
KIS 1 Building practice excellence	Build teacher content knowledge and pedagogical knowledge and practice in writing in order to enable the implementation of a school-wide approach to the teaching of writing
Actions	- Research, develop and understand core writing practices, including writing genres.
Outcomes	- An inquiry group will lead the research and professional development of writing practices and genres to develop a school wide understanding. This will include developing teacher knowledge and understanding of writing strategies and approaches using resources such as 6+1 writing traits and the DET Literacy Toolkit. Leaders will: Leaders will lead and oversee research and professional development of consistent writing teaching practices at Grey Street. Teachers will: Engage in research and professional development through AIP meetings, whole staff and PLC meetings to develop consistent approaches and content knowledge when teaching writing.

	Students will: Engage in consistently structured writing lessons.			
Success Indicators	<p>Grey Street Primary has identified the following success indicators:</p> <p>Leaders and Teachers will: Lead, oversee and engage in research and professional development through AIP meetings, whole staff and PLC meetings to develop consistent approaches and content knowledge when teaching writing.</p> <p>Success indicators include: clearly defined professional development plan and delivery, development of scope and sequence for teaching genres and writing content.</p> <p>Students will: Engage in consistently structured writing lessons.</p> <p>Success indicators include: achieving desired writing goals in NAPLAN and teacher judgements.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- A research team will engage in an inquiry for best approach to teaching genres.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Professional development for staff for teaching genres will be planned and delivered.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Scope and sequence for the teaching of genres across the school will be developed.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

- Classroom and teacher resourcing will be undertaken on the recommendations from the research and inquiry group.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve numeracy achievement and learning growth for every student			
12 Month Target 2.1	By the end of 2020, the target is to increase the percentage of students making high relative learning gain in NAPLAN Numeacy to 10 or above, from the current achievement of 4.			
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KIS 1 Building practice excellence	Build teacher mathematical content knowledge and skill in delivering the mathematics curriculum so that students can apply mathematical skills for problem solving			
Actions	<ul style="list-style-type: none"> - Implement a structured inquiry for what problem solving is currently used in the school for Mathematics. - Develop resources and professional development focus on including warm up games in every mathematics lesson. - Develop a process for building staff understanding of the maths curriculum, especially above-beyond the existing class level in which they currently teach, to build their capacity to support the learning of capable students in maths. - Audit and boost maths hands on equipment and professional development for staff for hands on activities. - Identify teachers to participate in the Bastow Leading Numeracy 			
Outcomes	<ul style="list-style-type: none"> - Develop a clear guide for what problem solving currently looks like at Grey Street PS and research effective approaches to implementing a consistent approach across the school. - Hands on resources and equipment within classrooms will be boosted to support engagement and teaching in numeracy. - A clear understanding will be developed to include warm up games within the numeracy instructional model. - A team will undergo the Bastow Leading Numeracy professional development program. <p>Leaders will: oversee the inquiry into problem solving at Grey Street PS. Lead the professional development for including warm up games within the instructional model and support the team completing Leading Numeracy.</p>			

	<p>Teachers will: contribute to a shared inquiry into problem solving at Grey Street PS and implement warm up games within the classroom instructional model. Teachers will contribute to a shared understanding of what hands on resources are required in an effective numeracy session at Grey Street PS. Teachers indicate an improved understanding of the maths curriculum at and beyond their current teaching level</p> <p>Teachers indicate an improved confidence in teaching Numeracy.</p> <p>.</p> <p>Students will: engage in numeracy lessons involving a consistent approach to warm up games and hands on resources at Grey Street PS</p>			
<p>Success Indicators</p>	<p>Grey Street PS has identified the following Outcomes:</p> <p>Leaders will oversee the inquiry into problem solving at Grey Street PS. Lead the professional development for including warm up games within the instructional model and support the team completing Leading Numeracy, while teachers will contribute to a shared inquiry into problem solving at Grey Street PS and implement warm up games within the classroom instructional model. Teachers will contribute to a shared understanding of what hands on resources are required in an effective numeracy session at Grey Street PS. Increased teacher confidence in teaching numeracy above the classroom level.</p> <p>Success indicators include: consistently resourced classrooms, PLC minutes and planners that include focus on warm up games and a clear direction to implement a consistent problem solving approach at Grey Street PS.</p> <p>Students will: engage in numeracy lessons involving a consistent approach to warm up games and hands on resources at Grey Street PS</p> <p>Success indicators include: higher levels of engagement in numeracy lessons and the achievement of student learning targets for 2020.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>- Form a team to complete an inquiry for the what problem solving currently looks like at Grey Street PS.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

- Problem solving research team makes presentation and recommendations for future direction to SIT team and commences inquiry into developing a consistent approach to problem solving.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
-Professional development undertaken for Grey Street PS problem solving model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Bastow Leading Numeracy professional development program undertaken.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-Professional development in staff meetings and PLC meetings provided for classroom implementation of warm up games.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Audit of current hands on resources undertaken and an understanding of what non-negotiables are required in numeracy lessons at each year level.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Development of a Grey Street teacher self-evaluation to measure confidence in teaching numeracy above their class level.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Improve student cognitive engagement, student voice and learner agency
12 Month Target 3.1	By the end of 2020 the AToSS results will show that Motivation and interest will be at 84% or above for Year 5 boys, and 76% for Year 6 girls. Student voice & agency will be at 73% or above. Stimulated learning will be at 81% or above and Self-regulation and goal setting will be at 86% or above.
12 Month Target 3.2	At the end of 2020 unexplained/unapproved absences will be at less than 4 days for the whole school. Student absent days will also be less than 16 days across the school.
12 Month Target 3.3	In 2020 the Staff School Survey will indicate that the use of student feedback to improve practice is at 78% or above. Additionally, the Focus learning on real-life problems will be at 78% or above and Collaborate to scaffold student learning will be at 82%
KIS 1 Building practice excellence	Build the capacity of staff to deliver a deep and authentic-learning based curriculum by developing a learning climate that promotes challenge
Actions	Create a shared vision around Deep Learning and a common framework across the school to prioritize and encourage student agency and engagement for all students and staff.
Outcomes	<p>Leaders and teachers will:</p> <ul style="list-style-type: none"> - develop 100 day action plans and 50 day Hinge Point analysis documents to monitor and maintain the work - assess our current school conditions using the Practice Principles and the Deep Learning Matrix so that we are clear about our starting position. - develop an instructional model that incorporates Deep Learning and gradual release ideas. - have a greater understanding of Deep Learning and the 6 C's and be able to develop curriculum that incorporates these ideas - learn how to track attendance and late arrivals on compass. - create a documented approach to extension and enriching curriculum to extend capable students (initially focused on Numeracy) <p>Students will:</p> <ul style="list-style-type: none"> - experience more challenging learning activities in the classroom - be able to identify the 6 C's - attend school more frequently
Success Indicators	<p>Leaders and teachers:</p> <ul style="list-style-type: none"> - 100 day action plans and 50 day Hinge Point analysis documents

	<ul style="list-style-type: none"> - 2 data sets that show our current school conditions in relation to deep and authentic based curriculum. - An instructional model to be used across the school. - Curriculum documents that include the 6 C's as areas of focus. <p>Students:</p> <ul style="list-style-type: none"> - Improved attendance - Greater engagement in the classroom - Classwork that demonstrates the use of the 6 C's 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assess our current school conditions using the Practice Principles and the Deep Learning Matrix so that we are clear about our starting position.	<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
Create a shared vision and common framework across the school to prioritize and encourage student agency and engagement for all students and staff (Deep Learning)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Develop an Instructional Model that incorporates Deep Learning and gradual release ideas.	<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
Upskill teachers on COMPASS to track individual classroom attendance.	<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

<p>Create a Curriculum template that includes a focus on the 6 C's and promotes authentic and deep learning</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$134,193.00	\$134,193.00
Grand Total	\$139,193.00	\$139,193.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
- Audit of current hands on resources undertaken and an understanding of what non-negotiables are required in numeracy lessons at each year level.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Appoint an ES level 1.2 as an Intervention Coordinator who will oversee intervention for at risk students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$44,664.00	\$44,664.00
Appoint an ES level 1.0 at a time fraction of 0.38 as Speech Therapy Assistance Program	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$20,091.00	\$20,091.00

	to: Term 4			
Classroom teacher release 0.2 to work with EAL, Koorie and inclusion programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$21,588.00	\$21,588.00
Primary Welfare Officer 1.2	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$47,850.00	\$47,850.00
Totals			\$134,193.00	\$134,193.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- A research team will engage in an inquiry for best approach to teaching genres.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Professional development for staff for teaching genres will be planned and delivered.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Scope and sequence for the teaching of genres across the school will be developed.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Classroom and teacher resourcing will be undertaken on the recommendations from the research and inquiry group.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Form a team to complete an inquiry for the what problem solving currently looks like at Grey Street PS.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

- Problem solving research team makes presentation and recommendations for future direction to SIT team and commences inquiry into developing a consistent approach to problem solving.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
-Professional development undertaken for Grey Street PS problem solving model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	<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
- Bastow Leading Numeracy professional development program undertaken.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
-Professional development in staff meetings and PLC meetings provided for classroom implementation of warm up games.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <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
- Audit of current hands on resources undertaken and an understanding of what non-negotiables are required in	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

numeracy lessons at each year level.						
-Development of a Grey Street teacher self-evaluation to measure confidence in teaching numeracy above their class level.	✔ Leading Teacher(s)	from: Term 1 to: Term 4	✔ Individualised Reflection	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Numeracy leader	✔ On-site
Assess our current school conditions using the Practice Principles and the Deep Learning Matrix so that we are clear about our starting position.	✔ All Staff	from: Term 1 to: Term 4	✔ Collaborative Inquiry/Action Research team	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff	✔ On-site
Create a shared vision and common framework across the school to prioritize and encourage student agency and engagement for all students and staff (Deep Learning)	✔ All Staff	from: Term 1 to: Term 4	✔ Collaborative Inquiry/Action Research team ✔ Student voice, including input and feedback	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff	✔ On-site
Develop an Instructional Model that incorporates Deep Learning and gradual release ideas.	✔ All Staff	from: Term 1 to: Term 4	✔ Collaborative Inquiry/Action Research team ✔ Curriculum development ✔ Student voice, including input and feedback	✔ Formal School Meeting / Internal Professional Learning Sessions ✔ PLC/PLT Meeting	✔ Internal staff	✔ On-site
Upskill teachers on COMPASS to track individual classroom attendance.	✔ All Staff	from: Term 1	✔ Planning ✔ Preparation	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff	✔ On-site

		to: Term 4				
Create a Curriculum template that includes a focus on the 6 C's and promotes authentic and deep learning	<input checked="" type="checkbox"/> Leadership Team	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"/> Internal staff	<input checked="" type="checkbox"/> On-site