

2019 Annual Implementation Plan

for improving student outcomes

Heatherhill Primary School (4802)



Submitted for review by Mary Verwey (School Principal) on 19 December, 2018 at 12:49 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 06 February, 2019 at 02:07 PM

Endorsed by Keith Browning (School Council President) on 06 February, 2019 at 03:24 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	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	Embedding
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>The improved results in 2018 NAPLAN Reading and Writing, and in all other assessment areas, can be attributed to a consistent approach in teaching and learning, which is led by the leadership team. The Southern Melbourne Project has provided support and direction for the leadership team in improving literacy learning across the school. The addition of a Leading Teacher in 2018 has ensured that there is ongoing, "hands on" support for teachers with planning and delivering curriculum. The Leading Teacher, with the Learning Specialist, has led Literacy professional learning throughout the year. A Learning Specialist has enabled peer observation, reflection and feedback to regularly occur.</p> <p>A team of three, Principal, Leading Teacher and Learning Specialist, have undertaken Bastow Leading Literacy in 2018. Throughout the year we have implemented many initiatives aligned with Leading Literacy learning, including: The Workshop Model for Reading; Independent Reading; Classroom Libraries. Four teachers, including the Assistant Principal, have undertaken Bastow Data Literacy and Assessment online course. Two teachers participated in the Leading Literacy for Networks. The Bastow courses are aligned, thereby ensuring that all who have participated have shared knowledge, understanding and language around effective literacy practices. All staff who have participated in Bastow courses this year have shared their learning with colleagues.</p>
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Considerations for 2020	<p>There will continue to be a strong focus on Literacy in 2019. The school will continue to work with the Southern Melbourne Project, which provides invaluable advice, mentoring, guidance and support for the leadership team.</p> <p>Unfortunately, the school has been unable to fill the advertised Learning Specialist position for 2019. Consideration will be given to supporting other teachers to develop their leadership capacity, particularly in teaching Literacy.</p> <p>Teachers who have not yet undertaken a Bastow Literacy course, will be supported to do so in 2019.</p> <p>Building staff capacity to identify and teach to a student's point of learning, through the analysis and use of student achievement data and evidence based best practice, will continue to be a focus in 2019.</p> <p>In-school professional learning will focus on best practice literacy, including, but not exclusively, Reading Comprehension, Independent Reading, Close Reading, Writing Text types.</p> <p>Inclusive Practice and empowering Student Voice and Agency will be other areas for staff development.</p>
Documents that support this plan	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise student learning growth in literacy.	Yes	By 2022, 55 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.	In 2019 50% or more Year 3 students will be in the top two bands for NAPLAN Reading
		By 2022, 40 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading	In 2019 25% or more Year 5 students will be in the top two bands for NAPLAN Reading
		By 2022, 25 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading	In 2019 20% or more Year 5 students will achieve high relative growth in NAPLAN Reading
		By 2022, 25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing	In 2019 20% or more Year 5 students will achieve high relative growth in NAPLAN Writing
		By 2022 all measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 85 or more percent positively endorsed.	All measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 80 or more percent positively endorsed

		By 2022 all percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 85 percent positively endorsed.	All percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 75 percent positively endorsed.
		By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed	All percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 75 percent positively endorsed

Goal 1	To maximise student learning growth in literacy.	
12 Month Target 1.1	In 2019 50% or more Year 3 students will be in the top two bands for NAPLAN Reading	
12 Month Target 1.2	In 2019 25% or more Year 5 students will be in the top two bands for NAPLAN Reading	
12 Month Target 1.3	In 2019 20% or more Year 5 students will achieve high relative growth in NAPLAN Reading	
12 Month Target 1.4	In 2019 20% or more Year 5 students will achieve high relative growth in NAPLAN Writing	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning (CPA)	Yes
KIS 2 Curriculum planning and assessment	Embed a collaborative team planning approach to implement the agreed sequential curriculum plan (CPA)	No
KIS 3	Embed an agreed and consistent whole school approach to teaching and learning (BPE)	No

Building practice excellence		
KIS 4 Building practice excellence	Review and enhance the Instructional Model to enable point of need teaching and learning. (CPA)	Yes
KIS 5 Building practice excellence	Build teacher capacity through professional learning, mentoring and coaching to effectively and consistently use the Heatherhill Instructional Model through professional learning, mentoring and coaching (BPE)	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.	Whilst some progress and improvement was made in literacy achievement in NAPLAN in 2018, there is still further improvement to be gained. Initiatives, such as, The Reading Workshop Model, Independent Reading, Classroom Libraries were introduced in 2018, but are not yet embedded across the whole school. The staff are beginning to use data more effectively to target teaching and learning, however, as noted in the 2018 review, there is not yet full competency. There is still a need to further develop teacher capacity to analyse triangulated data. Probe in Years 2-6 and CARS in Year 4 were introduced in 2017-18 to test Reading Comprehension. The focus on developing a school wide consistent approach in teaching Reading comprehension will continue. The school is currently involved in the Southern Melbourne Project (SMP) and this involvement has direction on a renewed focus in implementing a whole school strategy for teaching Literacy. Support and guidance from the SMP Team has provided the impetus to approach Literacy Learning and Teaching in a more systematic, thorough, comprehensive way. The uptake from teachers has been welcomed and embraced. Classroom resources have been provided for teachers, alongside professional learning that aims to embed a common and consistent approach across the school.	
Goal 2	To maximise Student Agency.	
12 Month Target 2.1	All measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 80 or more percent positively endorsed	
12 Month Target 2.2	All percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 75 percent positively endorsed.	
12 Month Target 2.3	All percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 75 percent positively endorsed	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. (ESBSP)	Yes
KIS 2 Empowering students and building school pride	Embed student agency to promote student leadership, differentiated learning and programs tailored individual student needs. (ESBSP)	Yes
KIS 3 Curriculum planning and assessment	Develop and implement a School Improvement Plan using the schools purpose statement and values as a foundation for all core learning priorities. (CPA)	No
KIS 4 Curriculum planning and assessment	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. (CPA)	No
KIS 5 Curriculum planning and assessment	Embed the Heatherhill Primary School structures and process that enable rigorous teaching and learning for all students at their point of need. (CPA) Including but not exclusive to: a. Student/Teacher conferences that facilitate student led goal setting and reflections b. Timely evidence-based feedback to maximise student growth c. The Heatherhill Primary School agreed Instructional Model	Yes
KIS 6 Curriculum planning and assessment	To embed whole school curriculum planning and practice that demonstrates the interconnectedness between the SSP, the AIP, PDPs, FISO initiatives and school improvement. (CPA)	No
KIS 7 Intellectual engagement and self-awareness	Embed the Heatherhill Primary School Wide Positive Behaviour Support (SWPBS) program. (IESA)	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Through the School Review process, it became evident that students were happy and engaged at school, but did not feel they had much voice or choice in their learning. They acknowledged that teachers were fair and supportive, but made all the decisions. Students would like to have "more say". Students also indicated they would like to receive feedback on their learning progress.
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Define Actions, Outcomes and Activities

Goal 1	To maximise student learning growth in literacy.
12 Month Target 1.1	In 2019 50% or more Year 3 students will be in the top two bands for NAPLAN Reading
12 Month Target 1.2	In 2019 25% or more Year 5 students will be in the top two bands for NAPLAN Reading
12 Month Target 1.3	In 2019 20% or more Year 5 students will achieve high relative growth in NAPLAN Reading
12 Month Target 1.4	In 2019 20% or more Year 5 students will achieve high relative growth in NAPLAN Writing
KIS 1 Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning (CPA)
Actions	<p>Each professional learning team (sub-school PLT) will work with the Literacy Coach to collect, collate and analyse student literacy data.</p> <p>All teams will work with the Literacy Coach to plan Reading programs relevant to the learning needs of individual students.</p> <p>Introduce CARS (Comprehension Strategies Benchmark Assessment) in Years 4, 5 and 6</p> <p>Years 2/3 teachers will analyse Probe Reading data to determine point of need instruction for comprehension strategies for individual students.</p> <p>4 teachers will undertake Bastow Data Literacy Online course to build their capacity to make effective use of student data in Literacy planning.</p>
Outcomes	<p>Students will:</p> <p>Have access to their assessment data in Reading and develop personal learning goals with teacher guidance.</p> <p>Teachers will:</p> <p>Have confidence to accurately analyse and discuss data in their PLTs.</p> <p>Be using assessment data to personalise student learning</p> <p>.</p>
Success Indicators	CARS Assessment Probe

	<p>PM Benchmarking NAPLAN On Demand Testing</p> <p>Teachers will be employing the Probe and CARS Assessment tools to accurately analyse student Reading Comprehension skills and knowledge. Improved teacher analysis of PM Benchmarking student Reading levels. Improved analysis of NAPLAN results. On Demand Testing results reflecting improved Literacy learning.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Bastow Data Literacy & Assessment online Leaders will support teachers through timetabling, time management and resources to complete their course. Leaders will meet with participants to discuss application of learning.</p> <p>Identified teachers will undertake and complete the online course. Identified teachers will develop a project that will enhance literacy outcomes. Identified teachers will become more proficient in using data to plan and deliver teaching programs.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Each Professional Learning Team (sub-school PLT) will work with the Literacy Coach to collect, collate and analyse student literacy data. Leaders will support teachers through timetabling to ensure PLTs have concurrent non face-to-face time. Leaders will ensure the Literacy Coach meets with PLTs each week.</p> <p>Teaching teams will work with the Literacy Coach to plan Reading</p>	<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	\$106,000.00 <input type="checkbox"/> Equity funding will be used

<p>programs at individual students' point of need.</p> <p>Teaching teams will engage in professional dialogue with the Literacy Coach.</p> <p>Teachers will show evidence of differentiation to ensure learning begins at each student's point of need.</p>				
<p>CARS Benchmarking Assessment will be introduced in Years 4, 5, 6.</p> <p>Leaders will ensure adequate funds to purchase the resources.</p> <p>Leading Teacher (Literacy Coach) will lead the implementation of CARS with a teacher experienced in CARS usage. This experienced "CARS" teacher will provide demonstrations and modelling of CARS, provide observations and feedback as teachers begin to use CARS.</p>	<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
<p>Years 2/3 teachers will analyse Probe Reading data to determine point of need instruction for comprehension strategies for individual students.</p> <p>Literacy Coach will lead teachers in Years 2-6 to effectively analyse Probe data.</p> <p>Each Professional Learning Team (sub-school PLT) will work with the Literacy Coach to collect, collate and analyse student literacy data.</p> <p>Leaders will support teachers through timetabling to ensure PLTs have concurrent non face-to-face time.</p> <p>Leaders will ensure the Literacy Coach meets with PLTs each week.</p> <p>Teaching teams will work with the Literacy Coach to plan Reading programs at individual students' point of need.</p> <p>Teaching teams will engage in professional dialogue with the Literacy Coach.</p> <p>Teachers will show evidence of differentiation to ensure learning begins at each student's point of need.</p>	<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	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Review and enhance the Instructional Model to enable point of need teaching and learning. (CPA)			
Actions	<p>Review Instructional Model (IM): (survey teachers' understanding of Heatherhill PS (HPS) IM) Workshop teachers to establish an agreed school wide understanding of the Heatherhill PS IM Induct/coach and new staff on the HPS IM</p> <p>Literacy Coach will review planning documentation and provide feedback to individual teachers and PLTs as required. Literacy Coach will demonstrate and model the use of the HPS IM for graduate, new teachers at their point of need. Other teachers requiring additional support will also be given guidance in using the model in their instructional practice. Teachers will include an IM related goal in their PDPs.</p> <p>Leading Teacher will undertake the Bastow Teach to Lead course to strengthen her capacity to lead school improvement work in Literacy teaching.</p> <p>Introduce the HPS Literacy Handbook, created in 2018, as point of reference.</p>			
Outcomes	The Heatherhill PS Instructional Model in Reading is embedded from Foundation to Year 6 Teachers will be able to clearly articulate and demonstrate the Instructional Model in Reading.			
Success Indicators	<p>Weekly Work programs and Term planners demonstrate that teachers are using the Heatherhill Instructional Model</p> <p>Records of Coaching Observations reflect on teacher use of the Heatherhill Instructional Model.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
In school Professional Learning to review and introduce the Heatherhill Primary School Instructional Model. Leaders will conduct the professional learning sessions. Teachers will show through their planning documentation that the HPS IM is in place.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$106,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Bastow Teach to Lead The Leading Teacher will work with a high-performing team, working towards a shared vision:	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

<p>lead sustainable change communicate expectations and hold colleagues to account observe teachers and deliver quality feedback, to support practice improvement develop a strategic plan use data to drive goal-setting, planning and action coach individuals to develop design and deliver high-impact professional development for teachers lead challenging conversations boost self-awareness build personal resilience</p> <p>Leaders will mentor and support the Leading Teacher as she undertakes the Teach to Lead course, through professional dialogue and regular meetings.</p>			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<p>Heatherhill Literacy Handbook, developed by the Principal with input from the Leading Teacher and Literacy Specialist which was finalised in late 2018, with the intention of introducing in 2019. Leaders will present the Handbook at the start of the school year. Leaders will refer to the Handbook during professional learning sessions, PLT meetings, coaching and planning. Leaders will keep the Handbook up to date and aligned with Departmental guidelines.</p> <p>Teachers will use the handbook as a resource for current literacy teaching practice. Teachers will refer to the handbook for support. Teachers will share strategies and resources based on the information in the Handbook during professional learning sessions and PLT meetings.</p>	<input checked="" type="checkbox"/> Leadership Team <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
KIS 3 Building practice excellence		Build teacher capacity through professional learning, mentoring and coaching to effectively and consistently use the Heatherhill Instructional Model through professional learning, mentoring and coaching (BPE)		

Actions	<p>Coaching - Literacy Leader will coach individual teachers and sub-school PLTs on the elements of the IM.</p> <p>Teachers who are undertaking Bastow Leading Literacy will model demonstration lessons in using the HPS IM in Reading.</p> <p>Teachers will be trained in Peer Observation Protocols.</p> <p>Small group targeted professional learning in the use of the HPS IM in classroom teaching for graduate and new teachers. Other teachers requiring additional support will also be given access to this professional learning.</p> <p>Leadership Team to meet weekly with Southern Melbourne Project (SMP) for guidance and support in leading Literacy teaching school improvement work.</p> <p>Introduce STARS (Strategies to Achieve Reading Success) in Year 4/5 to improve individualised Reading Strategy instruction.</p> <p>Teachers and Literacy Coach undertake Bastow Leading Literacy to strengthen their knowledge on student Literacy program development and delivery.</p>			
Outcomes	<p>Students will experience high quality teacher practices (HITS).</p> <p>Teachers who have participated in Peer Observation will transfer their observations into practice with coaching support.</p> <p>The HPS IM will be embedded from Years F- 6.</p> <p>Teachers will be effectively using the Heatherhill Instructional model in their classroom teaching practice.</p> <p>Literacy learning outcomes for students will improve.</p> <p>Literacy teaching practice across the school will improve.</p>			
Success Indicators	<p>Peer Observation Records will show improving teacher Literacy skill knowledge and understanding.</p> <p>Planning documents will reflect teacher use of the Heatherhill Instructional Model in classroom learning and program planning.</p> <p>Teacher use of STARS to assess student Literacy levels is evident in work programs.</p> <p>Teachers will be employing the Probe and CARS Assessment tools to accurately assess student Reading Comprehension skills and knowledge.</p> <p>There will be improved teacher analysis of PM Benchmarking student Reading levels.</p> <p>R+There will be improved NAPLAN results.</p> <p>On Demand Testing results will reflect improved Literacy learning.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Leaders will utilise the expertise of the Southern Melbourne Project (SMP).</p> <p>The weekly visit to Heatherhill by the SMP will provide support and direction to Leadership Team. Meetings will cover forward planning in Literacy, support for developing professional learning sessions, leading classroom walkthroughs and providing follow up feedback sessions with teachers and Leadership Team.</p> <p>SMP will deliver Literacy (Reading) Professional Learning for teachers in Teaching Comprehension Strategies and Close Reading</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Selected teachers will visit high performing schools, as suggested by Southern Melbourne Project Team, to observe "best practice" literacy teaching.</p> <p>Leaders will select teachers to participate and provide CRT replacements.</p> <p>Teachers will reflect on their observations and implement appropriate practices in their classrooms.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>2 teachers and the Leading Teacher will undertake Bastow Leading Literacy to learn how to create and sustain the organisational conditions that enable exemplary literacy practice in the primary school setting. Leading Literacy equips school teams with the tools, skills and knowledge they need to lead improved literacy outcomes and influence change across the school.</p> <p>The leadership component will build the capabilities and dispositions of teachers to lead school improvement that results in improved student outcomes. The literacy content and pedagogical knowledge component gives teachers the key capabilities to embed high quality literacy practice.</p> <p>(CRT replacement included)</p>	<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	\$6,500.00 <input type="checkbox"/> Equity funding will be used
<p>Leaders will provide coaching and professional learning in literacy for teachers who require additional support, based on their individual needs. (CRT replacement)</p> <p>Teachers will utilise coaching to improve their practice to improve student outcomes.</p>	<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 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Leaders employ a part-time teacher to provide release time on Professional Practice Days for teachers to engage in their professional learning, e.g. school visits, online courses, coaching, peer observations. Teachers will use their Professional Practice Days to undertake self directed or targeted professional learning and/or coaching to improve their capabilities.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To maximise Student Agency.			
12 Month Target 2.1	All measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 80 or more percent positively endorsed			
12 Month Target 2.2	All percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 75 percent positively endorsed.			
12 Month Target 2.3	All percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 75 percent positively endorsed			
KIS 1 Empowering students and building school pride	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. (ESBSP)			
Actions	<p>Introduce a new Guided Inquiry Model – Mappen through professional development sessions conducted in whole staff forums and in weekly planning meetings.</p> <p>Support teachers in planning meetings for the effective implementation of Mappen in classroom programming.</p> <p>Induct new staff in using Mappen in their class programs.</p> <p>Regular communication with the school community via the school newsletter about the Guided Inquiry unit being conducted in each sub-school.</p> <p>Record parent attendance at Culminating Events.</p>			

Outcomes	<p>Students will have greater choice and engagement in their learning.</p> <p>Teachers will adopt teaching strategies that actively engage students and provide opportunities for student Voice and Agency in their learning choices.</p> <p>Leadership will support and advise teaching teams on their use of Mappen in their classroom teaching.</p> <p>Community (Parents and Carers) will have increased awareness of their child's Guided Inquiry learning at HPS.</p> <p>Parents and Carers have increased awareness of Guided Inquiry at HPS.</p>			
Success Indicators	<p>Improved Student Attitudes to School Survey measure for Student Voice and Agency.</p> <p>Improved Staff Opinion Survey measure for Academic Emphasis</p> <p>Improved Parent Opinion Survey measures for Student Agency and Voice and Confidence and Resilience</p> <p>High parent and carer attendance records at "Culminating Events"</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Mappen is an online Guided Inquiry program that integrates Science, History, Geography, Civics and Citizenship and The Capabilities.</p> <p>Leaders will organise for a Mappen director to provide initial introduction to Mappen for teaching staff.</p> <p>Leaders will conduct professional learning in using Mappen effectively.</p> <p>Leaders will provide funds to purchase Mappen and resources required.</p> <p>Teachers will participate in Mappen online professional learning to understand the theory that underpins each unit of the curriculum. Some of the professional learning available to MAPPEN teachers includes:</p> <p>Concept based learning</p>	<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	\$3,650.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Random groupings Reflection practise How to use rubrics Guided inquiry Student inquiry Cooperative learning Cooperative skills</p> <p>Students will be more engaged in their learning. Students will exercise greater choice, voice and leadership through: Sharing and listening Using rubrics and teacher conferences Developing meaningful questions Providing and seeking feedback Planning and conducting and inquiry Collaborating and working with others Reflecting and setting goals Considering meaningful real-world situations</p>				
KIS 2 Empowering students and building school pride	Embed student agency to promote student leadership, differentiated learning and programs tailored individual student needs. (ESBSP)			
Actions	<p>Implement the Learning To Learn Program in the first two weeks of the school year Years F - 6) to:</p> <ul style="list-style-type: none"> • assist students to take ownership of their learning by identifying strategies that support them to attain learning goals. • assist students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks. • provide opportunities for students to reflect on the effectiveness of their learning and plan for future development. <p>Implement Leading the Way Student School Leadership Development Program. This program:</p> <ul style="list-style-type: none"> • is targeted at School and House Captains from HPS and other local schools and is run by HPS Primary Welfare Officer. • explicitly teaches student leadership skills. • co-designs opportunities for students to build partnerships that connect learning within and beyond the school. • supports students to engage with the school community in a range of different forums. 			

	<p>Providing opportunities for school leaders to engage with Student Council on:</p> <ul style="list-style-type: none"> • Co-designing opportunities for students to initiate, plan and facilitate school events. • Building capacity to represent the school and students as confident members of a student leadership team. • Generating meaningful discussions on behalf of those students whose voices are less likely to be heard, who are disengaged, or who lack the skills and confidence to express their views and opinions. <p>Providing opportunities for school leaders to be involved in Community Engagement school activities. This will involve:</p> <ul style="list-style-type: none"> • Co-designing opportunities for students to build partnerships that connect learning within and beyond the school. • Empowering and enabling students to take action to develop innovative solutions that address local and global issues. 			
Outcomes	<p>Improved student skills and confidence when leading groups of individuals or the school student body.</p> <p>Improved student confidence in presenting the opinions and ideas of fellow students' in a range of decision making forums.</p> <p>Improved interaction involving students between local kindergartens and early learning centre providers.</p>			
Success Indicators	<p>Improved Student Attitudes to School Survey measure for Student Voice and Agency.</p> <p>Improved Staff Opinion Survey measure for Teaching and Learning.</p> <p>Improved Parent Opinion Survey measures for Student Agency and Voice and Confidence and Resilience.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Primary Welfare Officer will coordinate and lead student engagement programs, including Learning to learn (Senior School), Leading the Way and Student council. Leadership will provide financial and physical resources to support student engagement programs. All staff participate in Learning to Learn, supporting students to create engaging, inclusive learning environments.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$105,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	<p>Embed the Heatherhill Primary School structures and process that enable rigorous teaching and learning for all students at their point of need. (CPA) Including but not exclusive to:</p> <ol style="list-style-type: none"> a. Student/Teacher conferences that facilitate student led goal setting and reflections b. Timely evidence-based feedback to maximise student growth c. The Heatherhill Primary School agreed Instructional Model 			

Actions	Professional learning provided to teachers in Goal Setting, Learning Intentions and Success Criteria in Reading, Writing and Mathematics. Developing and implementing HPS protocols processes used by teachers for Goal Setting. Professional learning provided to teachers on provided feedback to students to improve their learning. This will also include strategically receiving feedback from students about their learning and inform teaching practice. Introduce students and teachers to the use of the Reader's Notebook, Writer's Notebook. Introduce the Writer's Choice program in Years 2 - 6.			
Outcomes	Improved outcomes in Reading, Writing and Mathematics. Increased teacher and student capacity to co-create student learning goals. Students are able to articulate individual learning goals. Improved teacher instructional practice.			
Success Indicators	Improved Student Achievement data. Improved Student Attitudes to School Survey measure for Student Voice and Agency. Improved Staff Opinion Survey measure for Teaching and Learning. Improved Parent Opinion Survey measures for Student Agency and Voice and Confidence and Resilience.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
School leaders will lead in school professional learning in Goal Setting, Learning Intentions and Success Criteria in Reading, Writing and Mathematics. Teachers will show evidence of high quality Goal Setting, Learning Intentions and Success Criteria in Reading, Writing and Mathematics in their weekly planning documents and classroom practice. Students will confidently set and articulate personal learning goals in Reading, Writing and Mathematics.	<input checked="" type="checkbox"/> Leadership Team <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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$307,650.00	\$311,650.00
Additional Equity funding	\$67,000.00	\$67,000.00
Grand Total	\$374,650.00	\$378,650.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Bastow Data Literacy & Assessment online Leaders will support teachers through timetabling, time management and resources to complete their course. Leaders will meet with participants to discuss application of learning. Identified teachers will undertake and complete the online course. Identified teachers will develop a project that will enhance literacy outcomes. Identified teachers will become more proficient in using data to plan and deliver teaching programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
CARS Benchmarking Assessment will be introduced in Years 4, 5, 6. Leaders will ensure adequate funds to purchase the resources.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00

Leading Teacher (Literacy Coach) will lead the implementation of CARS with a teacher experienced in CARS usage. This experienced "CARS" teacher will provide demonstrations and modelling of CARS, provide observations and feedback as teachers begin to use CARS.				
In school Professional Learning to review and introduce the Heatherhill Primary School Instructional Model. Leaders will conduct the professional learning sessions. Teachers will show through their planning documentation that the HPS IM is in place.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$106,000.00	\$106,000.00
Bastow Teach to Lead The Leading Teacher will work with a high-performing team, working towards a shared vision: lead sustainable change communicate expectations and hold colleagues to account observe teachers and deliver quality feedback, to support practice improvement develop a strategic plan use data to drive goal-setting, planning and action coach individuals to develop design and deliver high-impact professional development for teachers lead challenging conversations boost self-awareness build personal resilience Leaders will mentor and support the Leading Teacher as she undertakes the Teach to Lead course, through professional dialogue and regular meetings.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$4,000.00
Leaders will utilise the expertise of the Southern Melbourne Project (SMP). The weekly visit to Heatherhill by the SMP will provide support and direction to Leadership Team. Meetings	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00

will cover forward planning in Literacy, support for developing professional learning sessions, leading classroom walkthroughs and providing follow up feedback sessions with teachers and Leadership Team. SMP will deliver Literacy (Reading) Professional Learning for teachers in Teaching Comprehension Strategies and Close Reading	to: Term 4			
Selected teachers will visit high performing schools, as suggested by Southern Melbourne Project Team, to observe "best practice" literacy teaching. Leaders will select teachers to participate and provide CRT replacements. Teachers will reflect on their observations and implement appropriate practices in their classrooms.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Leaders will provide coaching and professional learning in literacy for teachers who require additional support, based on their individual needs. (CRT replacement) Teachers will utilise coaching to improve their practice to improve student outcomes.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Leaders employ a part-time teacher to provide release time on Professional Practice Days for teachers to engage in their professional learning, e.g. school visits, online courses, coaching, peer observations. Teachers will use their Professional Practice Days to undertake self directed or targeted professional learning and/or coaching to improve their capabilities.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$45,000.00	\$50,000.00
Mappen is an online Guided Inquiry program that integrates Science, History, Geography, Civics and Citizenship and The Capabilities. Leaders will organise for a Mappen director to provide initial introduction to Mappen for teaching staff. Leaders will conduct professional learning in using Mappen effectively. Leaders will provide funds to purchase Mappen and	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,650.00	\$3,650.00

<p>resources required.</p> <p>Teachers will participate in Mappen online professional learning to understand the theory that underpins each unit of the curriculum. Some of the professional learning available to MAPPEN teachers includes:</p> <ul style="list-style-type: none"> Concept based learning Random groupings Reflection practise How to use rubrics Guided inquiry Student inquiry Cooperative learning Cooperative skills <p>Students will be more engaged in their learning. Students will exercise greater choice, voice and leadership through:</p> <ul style="list-style-type: none"> Sharing and listening Using rubrics and teacher conferences Developing meaningful questions Providing and seeking feedback Planning and conducting and inquiry Collaborating and working with others Reflecting and setting goals Considering meaningful real-world situations 				
<p>Primary Welfare Officer will coordinate and lead student engagement programs, including Learning to learn (Senior School), Leading the Way and Student council.</p> <p>Leadership will provide financial and physical resources to support student engagement programs.</p> <p>All staff participate in Learning to Learn, supporting students to create engaging, inclusive learning environments.</p>	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$105,000.00	\$104,000.00
Totals			\$307,650.00	\$311,650.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Performing Arts Program Artist provides a weekly Performing Arts (Music) program from Prep to Year 6. This culminates in the Annual School Concert.	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,000.00	\$7,000.00
Swimming. The school subsidises the swimming program, ensuring almost 100% of students participate.	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Speech Pathology. Speech Pathology is "outsourced" through OzChild. The Speech Pathologist provides: * guidance and support for ES Staff implementing the Language Support Program * advice and support for teachers * individual and group therapy * language assessments * professional learning for staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$40,000.00	\$40,000.00
Beach/Lifesaving	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Transport	\$5,000.00	\$5,000.00
Professional learning for school staff Students in out of Home Care (Lookout) The Assistant Principal will deliver professional learning following the Lookout resources	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00

		<input checked="" type="checkbox"/> CRT		
Professional learning for school staff (Induction) the Leader in Us The Principal and Assistant Principal will deliver whole staff professional learning in HPS Staff Well Being and Professional protocols	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Totals			\$67,000.00	\$67,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Bastow Data Literacy & Assessment online Leaders will support teachers through timetabling, time management and resources to complete their course. Leaders will meet with participants to discuss application of learning. Identified teachers will undertake and complete the online course. Identified teachers will develop a project that will enhance literacy outcomes. Identified teachers will become more proficient in using data to plan and deliver teaching programs.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Each Professional Learning Team (sub-school PLT) will work with the Literacy Coach to collect, collate and analyse student literacy data. Leaders will support teachers through timetabling to ensure PLTs have concurrent non	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>face-to-face time. Leaders will ensure the Literacy Coach meets with PLTs each week.</p> <p>Teaching teams will work with the Literacy Coach to plan Reading programs at individual students' point of need.</p> <p>Teaching teams will engage in professional dialogue with the Literacy Coach.</p> <p>Teachers will show evidence of differentiation to ensure learning begins at each student's point of need.</p>					
<p>CARS Benchmarking Assessment will be introduced in Years 4, 5, 6. Leaders will ensure adequate funds to purchase the resources.</p> <p>Leading Teacher (Literacy Coach) will lead the implementation of CARS with a teacher experienced in CARS usage. This experienced "CARS" teacher will provide demonstrations and modelling of CARS, provide observations and feedback as teachers begin to use CARS.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection</p>	<p><input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> On-site</p>

<p>Years 2/3 teachers will analyse Probe Reading data to determine point of need instruction for comprehension strategies for individual students.</p> <p>Literacy Coach will lead teachers in Years 2-6 to effectively analyse Probe data.</p> <p>Each Professional Learning Team (sub-school PLT) will work with the Literacy Coach to collect, collate and analyse student literacy data.</p> <p>Leaders will support teachers through timetabling to ensure PLTs have concurrent non face-to-face time.</p> <p>Leaders will ensure the Literacy Coach meets with PLTs each week.</p> <p>Teaching teams will work with the Literacy Coach to plan Reading programs at individual students' point of need.</p> <p>Teaching teams will engage in professional dialogue with the Literacy Coach.</p> <p>Teachers will show evidence of differentiation to ensure learning begins at each student's point of need.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p><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</p>	<p><input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>
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<p>In school Professional Learning to review and introduce the Heatherhill Primary School Instructional Model.</p> <p>Leaders will conduct the professional learning sessions.</p> <p>Teachers will show through their planning documentation that the HPS IM is in place.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>Bastow Teach to Lead</p> <p>The Leading Teacher will work with a high-performing team, working towards a shared vision:</p> <ul style="list-style-type: none"> lead sustainable change communicate expectations and hold colleagues to account observe teachers and deliver quality feedback, to support practice improvement develop a strategic plan use data to drive goal-setting, planning and action coach individuals to develop design and deliver high-impact professional development for teachers lead challenging conversations boost self-awareness build personal resilience <p>Leaders will mentor and</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow

support the Leading Teacher as she undertakes the Teach to Lead course, through professional dialogue and regular meetings.						
<p>Heatherhill Literacy Handbook, developed by the Principal with input from the Leading Teacher and Literacy Specialist which was finalised in late 2018, with the intention of introducing in 2019.</p> <p>Leaders will present the Handbook at the start of the school year.</p> <p>Leaders will refer to the Handbook during professional learning sessions, PLT meetings, coaching and planning.</p> <p>Leaders will keep the Handbook up to date and aligned with Departmental guidelines.</p> <p>Teachers will use the handbook as a resource for current literacy teaching practice.</p> <p>Teachers will refer to the handbook for support.</p> <p>Teachers will share strategies and resources based on the information in the Handbook during professional learning sessions and PLT meetings.</p>	<input checked="" type="checkbox"/> Leadership Team <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"/> 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

<p>Leaders will utilise the expertise of the Southern Melbourne Project (SMP). The weekly visit to Heatherhill by the SMP will provide support and direction to Leadership Team. Meetings will cover forward planning in Literacy, support for developing professional learning sessions, leading classroom walkthroughs and providing follow up feedback sessions with teachers and Leadership Team.</p> <p>SMP will deliver Literacy (Reading) Professional Learning for teachers in Teaching Comprehension Strategies and Close Reading</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
<p>Selected teachers will visit high performing schools, as suggested by Southern Melbourne Project Team, to observe "best practice" literacy teaching.</p> <p>Leaders will select teachers to participate and provide CRT replacements.</p> <p>Teachers will reflect on their observations and implement appropriate practices in their classrooms.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Courtenay Gardens PS

<p>2 teachers and the Leading Teacher will undertake Bastow Leading Literacy to learn how to create and sustain the organisational conditions that enable exemplary literacy practice in the primary school setting. Leading Literacy equips school teams with the tools, skills and knowledge they need to lead improved literacy outcomes and influence change across the school.</p> <p>The leadership component will build the capabilities and dispositions of teachers to lead school improvement that results in improved student outcomes. The literacy content and pedagogical knowledge component gives teachers the key capabilities to embed high quality literacy practice.</p> <p>(CRT replacement included)</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Jean Russell Centre, Berwick
<p>Leaders will provide coaching and professional learning in literacy for teachers who require additional support, based on their individual needs. (CRT replacement)</p> <p>Teachers will utilise coaching to improve their practice to improve student outcomes.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <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"/> Curriculum development	<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"/> On-site

<p>Leaders employ a part-time teacher to provide release time on Professional Practice Days for teachers to engage in their professional learning, e.g. school visits, online courses, coaching, peer observations.</p> <p>Teachers will use their Professional Practice Days to undertake self directed or targeted professional learning and/or coaching to improve their capabilities.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Mappen is an online Guided Inquiry program that integrates Science, History, Geography, Civics and Citizenship and The Capabilities.</p> <p>Leaders will organise for a Mappen director to provide initial introduction to Mappen for teaching staff.</p> <p>Leaders will conduct professional learning in using Mappen effectively.</p> <p>Leaders will provide funds to purchase Mappen and resources required.</p> <p>Teachers will participate in Mappen online professional learning to understand the theory that underpins each</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<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"/> 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

<p>unit of the curriculum. Some of the professional learning available to MAPPEN teachers includes:</p> <ul style="list-style-type: none"> Concept based learning Random groupings Reflection practise How to use rubrics Guided inquiry Student inquiry Cooperative learning Cooperative skills <p>Students will be more engaged in their learning.</p> <p>Students will exercise greater choice, voice and leadership through:</p> <ul style="list-style-type: none"> Sharing and listening Using rubrics and teacher conferences Developing meaningful questions Providing and seeking feedback Planning and conducting and inquiry Collaborating and working with others Reflecting and setting goals Considering meaningful real-world situations 					
<p>School leaders will lead in school professional learning in Goal Setting, Learning</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> On-site

<p>Intentions and Success Criteria in Reading, Writing and Mathematics.</p> <p>Teachers will show evidence of high quality Goal Setting, Learning Intentions and Success Criteria in Reading, Writing and Mathematics in their weekly planning documents and classroom practice.</p> <p>Students will confidently set and articulate personal learning goals in Reading, Writing and Mathematics.</p>		<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Timetabled Planning Day</p>		
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