2020 Annual Implementation Plan
for improving student outcomes

Cranbourne South Primary School (4755)

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving

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

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

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

Enter your reflective comments	As a result of the intensive reflection and evaluation provided by both the School Review process and reviewing the 2019 AIP, the Leadership and SIT teams have reflected on the following areas aligned with the 2020 AIP goals: * The Teaching and Learning IM must be embedded across the whole school in a consistent and agreed upon manner. * Review of frameworks, programs and assessment tasks must be conducted regularly to ensure validity and relevance. * Differentiation is a key focus and requires substantial PL to upskill staff and build capacity in curriculum planning and assessment. * PLT must remain a strong focus with the establishment of norms and protocols; maintaining a rigorous approach to using student data to enable higher student outcomes. * PL in Data Literacy is required to build staff capacity in data analysis of school performance reports. * SWPBS must be given high priority to establish a PCL framework evident in all learning spaces. * Kagan CL requires an intensive focus (including staff induction) to ensure that all staff have the expertise to regularly engage students by implementing this key HITS.
Considerations for 2020	How does our self evaluation inform planning? * During 2019, we experienced a significant disruption to the FISO leadership role, with the departure of our English team leader in Term 3. In addition, we enter 2020 with the fourth Mathematics leader in 4 years. Both of these leadership changes or transiency has greatly impacted the consistency and intensity of implementation of AIP priorities. * Notable AIP priorities in both English and Mathematics relates to growth Yr 3 - 5 and Top 2 bands. Through a focus on differentiation, we strive to focus more significantly on high ability students. * Strengthen partnerships external agencies eg. LOOKOUT, Mens shed, Dads club, Rotary, local Libraries eg. CCL. * Introduction of Bush School F-2 (pre cursor to MS/SS camping program). Capital Works Project. CSPS has been successful in receiving funding for a $5.9 million major capital works project. The consultation and planning phases of this project have been a major focus in Semester 2 2019. Leadership has been required to allocate time and resources to working with architects, collaborating and gaining feedback from the wider school community and liaise with project team on a regular basis. It is essential that such does not distract us from the core business of teaching and learning and increasing student learning outcomes. Impact of 2020 enrolment decrease: The August Indicative budget estimated the 2020 enrolment numbers decreasing from 388 to 366 (based on Barton PS opening in 2017 and extensive community consultation). Unfortunately we have lost 40 students, including: 14 Botanic Ridge PS, 5 Casey Fields PS, 12 to other schools in or outside of our Network and 9 moving interstate, overseas or home schooling. Such an enrolment drop has created a ~ $250K deficit to the budget. We are currently working with a Regional support member to assist in workforce planning and the subsequent fall out to be aware and ahead of so such does not have a detrimental affect.

SSP Goals Targets and KIS

Goal 1	To improve learning outcomes for all students in literacy.
Target 1.1	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 percent
Target 1.2	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 percent
Target 1.3	By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a whole school approach in the effective teaching of reading.
Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen a whole school approach to the effective teaching of writing, with a specific focus on spelling.
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.

Goal 2	To improve learning outcomes for all students in numeracy
Target 2.1	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 66% to 75%.
Target 2.2	By 2022, the percentage of F- 6 students assessed at below the expected level in the three mathematics strands will be as follows (benchmark 2018 scores): • Measurement & Geometry from xx% to 10% or less • Number and Algebra from xx% to 8% or less • Statistics and probability from xx% to 10% or less
Target 2.3	By 2022, all students, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiating the curriculum.
Key Improvement Strategy 2.c Evaluating impact on learning	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.

Goal 3	To improve student engagement in their learning
Target 3.1	By 2022, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 74 per cent to 79 per cent.
Target 3.2	By 2022, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 77 per cent to 82 per cent.
Target 3.3	By 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased from 63 per cent to 73 per cent.
Target 3.4	By 2022, the percentage of students responding positively to the AtoSS factor 'Self-regulation and goal setting' will have increased from 78 per cent to 83 per cent.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed an explicit whole school positive behaviour model
Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher knowledge and practice excellence in promoting a cooperative learning approach
Key Improvement Strategy 3.c Empowering students and building school pride	Develop and implement a whole school learner voice and agency strategy

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve learning outcomes for all students in literacy.	Yes	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 percent	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 72% (2019) to 73% or higher. [Target in 2022 = 75%].
		By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 percent	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 75% (2019) to 76% [Target in 2022 = 65%].
		By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent	NA
To improve learning outcomes for all students in numeracy	Yes	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 66% to 75%.	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 69% (2019) to 71% or higher [Target in 2022 = 75%].
		By 2022, the percentage of F- 6 students assessed at below the expected level in the three mathematics strands will be as follows (benchmark 2018 scores): • Measurement & Geometry from xx% to 10% or less • Number and Algebra from xx% to 8% or less • Statistics and probability from xx% to 10% or less	By 2020, the percentage of F- 6 students assessed at below the expected level in Number and Algebra will have decreased from 13% (2019) to 8% or less. Note: Measurement & Geometry and Statistics & Probability are not explicitly selected for 2020.
		By 2022, all students, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.	By 2020, 75% students deemed at working below in Number and Algebra, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.

			By 2020, 50% students deemed at working above in Number and Algebra, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.
To improve student engagement in their learning	Yes	By 2022, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 74 per cent to 79 per cent.	By 2020, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 71% to 76%.
		By 2022, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 77 per cent to 82 per cent.	By 2020, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 73% to 79%.
		By 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased from 63 per cent to 73 per cent.	Note: Student voice and agency is not explicitly selected for 2020.
		By 2022, the percentage of students responding positively to the AtoSS factor 'Self-regulation and goal setting' will have increased from 78 per cent to 83 per cent.	Note: Self-regulation and goal setting is not explicitly selected for 2020.

Goal 1	To improve learning outcomes for all students in literacy.	
12 Month Target 1.1	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 72% (2019) to 73% or higher. [Target in 2022 = 75%].	
12 Month Target 1.2	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 75% (2019) to 76% [Target in 2022 = 65%].	
12 Month Target 1.3	NA	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.	Yes
KIS 2 Curriculum planning and assessment	Embed a whole school approach in the effective teaching of reading.	Yes
KIS 3 Curriculum planning and assessment	Strengthen a whole school approach to the effective teaching of writing, with a specific focus on spelling.	Yes
KIS 4 Evidence-based high-impact teaching strategies	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.	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.	Based on the School Review in 2019, it was noted that we lacked a consistent whole-school approach to teaching. In 2019 an Instructional Model (IM) and Teaching and Learning Structures (TLS) were co-created by the whole staff. 2020 will see this consistent approach further implemented and embedded. Whilst 2019 NAPLAN data indicated success in spelling, this is an anomaly that should not be relied upon moving forward. Historical data shows Reading and Spelling results to be inconsistent across the years. An agreed-upon approach in Spelling is not consistent across all subschools. Spelling plays an integral part in our Synthetic Phonics program and "provides a valuable indicator of the level of orthographic skill on which all literacy activities ultimately depend." Building encoding and decoding, segmenting and blending skills from Foundation onwards, will enable students to develop strong skills in the mechanics of writing as well as reading. Teaching spelling also supports reading and writing, all identified areas in our Strategic Plan. It is crucial that children have explicit and robust instruction in vocabulary, to support their verbal and written communication. The explicit teaching of vocabulary allows students to access academic language and discourse and facilitates their comprehension of increasingly complex texts. Learning how words and language	

	works contribute to vocabulary development supports reading comprehension and enhances choices made when composing written texts.	
Goal 2	To improve learning outcomes for all students in numeracy	
12 Month Target 2.1	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 69% (2019) to 71% or higher [Target in 2022 = 75%].	
12 Month Target 2.2	By 2020, the percentage of F- 6 students assessed at below the expected level in Number and Algebra will have decreased from 13% (2019) to 8% or less. Note: Measurement & Geometry and Statistics & Probability are not explicitly selected for 2020.	
12 Month Target 2.3	By 2020, 75% students deemed at working below in Number and Algebra, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements. By 2020, 50% students deemed at working above in Number and Algebra, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.	Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiating the curriculum.	Yes
KIS 3 Evaluating impact on learning	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.	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.	Based on the School Review in 2019, it was noted that we lacked a consistent whole-school approach to teaching Mathematics. 2019 Panorama teacher judgements indicate a lack of teacher capacity to differentiate mathematics and thus is a crucial requirement in 2020. Selection of this KIS builds on our 2019 and 2020 focus around developing and documenting a Scope and Sequence and philosophy to teaching mathematics. The critical correlation of numeracy to mathematics is embedded within the strong studies of number and algebra being a key component to measurement and geometry and statistics and probability. With this in mind, a whole school approach will focus on number and algebra and the natural and intentional connections to mathematics as a whole.	

Goal 3	To improve student engagement in their learning	
12 Month Target 3.1	By 2020, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 71% to 76%.	
12 Month Target 3.2	By 2020, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 73% to 79%.	
12 Month Target 3.3	Note: Student voice and agency is not explicitly selected for 2020.	
12 Month Target 3.4	Note: Self-regulation and goal setting is not explicitly selected for 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Embed an explicit whole school positive behaviour model	Yes
KIS 2 Empowering students and building school pride	Build teacher knowledge and practice excellence in promoting a cooperative learning approach	Yes
KIS 3 Empowering students and building school pride	Develop and implement a whole school learner voice and agency strategy	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The 2019 AToSS data noted a significant decline in School Connectedness and Managing Bullying. Such areas relating to bullying were also identifid both in the staff and parent opinion surveys. SWPBS positive behaviour model aligned with Cooperative learning (Kagan) will be key drivers in developing teacher capacity, student social and emotional wellbeing and a greater understanding and support of the home and family environments to combat bullying issues.	

Define Actions, Outcomes and Activities

Goal 1	To improve learning outcomes for all students in literacy.
12 Month Target 1.1	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 72% (2019) to 73% or higher. [Target in 2022 = 75%].
12 Month Target 1.2	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 75% (2019) to 76% [Target in 2022 = 65%].
12 Month Target 1.3	NA
KIS 1 Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
Actions	As reflected in the 2019 School Review, agreed upon, whole school consistency of instructional practice is of the highest priority at CSPS. The following high-level actions have been identified to strengthen the consistency of practice: 1. Implementation of the whole school Instructional Model (IM) and Teaching and Learning Structures (TLS) providing a principled pedagogical approach to support learning. 2. Improve professional practice through peer observation, feedback and reflection to support consistent implementation of the IM. 3. Develop an instructional induction process to ensure current, new and returning staff (contract) are trained in the CSPS IM and TLS.
Outcomes	* Students will articulate the lesson structure and supports provided in daily English lessons. * Teachers will understand the structure of the IM and actively engage in peer observation, feedback and reflection. * Leaders will use professional practice structures as a source of evidence to track peer coaching/pedagogical model implementation including barriers and enablers, invite teachers to observe classes, demonstrate lessons and develop own peer coaching skills.
Success Indicators	* Student success indicators will include leader notes from conversations with students during learning walks. * Teacher success indicators will include lesson plans, peer coaching notes and improving practice discussion notes. PLT minutes will be shared, agreed upon and consistent relative to planning and explicit lesson plans. * Leader success indicators will include correlation of peer coaching, observation and learning walk notes relative to improving practice. Leadership/SIT meeting minutes will regularly reflect on progress.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
COACHING: * Explicit instructional coaching relative to the CSPS Teaching and Learning Instructional Model (IM), with a focus on the Practice Principles 4-6 and e5 correlation to high-quality literacy practices. Note: Professional Learning Alliance (Book Clubs) - Readings in Leadership Coaching (Growth Coaching International)	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s) ☑ Principal	☑ PLP Priority	from:Term 1 to:Term 4	$72,000.00 ☐ Equity funding will be used
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING (external consultant) including: * Leadership and SIT coaching * Organisational Diagnostic analysis (SIT) * Whole School Curriculum Days * C4 Conference (x5 @ $500)	☑ Leadership Team ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from:Term 1 to:Term 4	$20,500.00 ☑ Equity funding will be used
INSTRUCTIONAL PRACTICES specifically related to IM, specifically the strands of English, including: * Teaching and Learning structures * I can statements * Scope and Sequence implementation including bi annual evaluation and review of progress. * Lesson plans and content	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING COMMUNITY (PLC): * PLT across 3 subschools * PLC Inquiry and Action Research (Improvement Cycle)	☑ Leading Teacher(s) ☑ PLT Leaders ☑ Principal	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
COMMUNITIES OF PRACTICE (CoP): * Membership in Clyde Instructional Leaders Cluster CCILC (Sue Lumley – Instructional Leader from Clyde PS)	☑ Leading Teacher(s)	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING ALLIANCE (Book Club): * The Glue - Tracey Ezard * Coherence - Michael Fullan	☑ Leadership Team ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from:Term 1 to:Term 4	$206.25 ☑ Equity funding will be used

KIS 2 Curriculum planning and assessment	Embed a whole school approach in the effective teaching of reading.
Actions	Reading is regarded as an imperative life skill at CSPS. As indicated in the School Performance Report, relative growth in Reading although improving has been inconsistent across the past 4 years. The following high-level actions are identified in order to strengthen the consistency of practice: 1. Targeted Professional Development in access and use of the DET Literacy Portal. 2. Professional Development in PLT (including data analysis) to build staff capacity and understanding of the relationship between English to Literacy and interconnections between the modes Reading, Writing and Listening and Speaking. 3. Develop, implement and review a CSPS Guide to teaching Reading.
Outcomes	* Students will clearly articulate reading goals, strategies and evidence to improve their own reading. * Teachers will respond to reading data and plan, implement and review teaching and learning programs using the DET Literacy Portal and the CSPS IM and Teaching and Learning structures. * Leaders will provide targeted Professional Development in the areas of data literacy and provide coaching in the CSPS IM and TLS.
Success Indicators	* Students success indicators will include NAPLAN medium to high relative growth will improve in 2020 to 73%. * Teacher success indicators will include Professional Learning Communities Matrix will move from evolving to embedding, Subschool Scope and sequence and work programs. * Leader success indicators will include CSPS Guide to teaching English, peer reflection journals and documents ad reviewed CSPS Instructional Model and Teaching and Learning structures and frameworks.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
COACHING: * Explicit instructional coaching relative to the CSPS IM and TLS; focusing on the correlation of the e5 Explain to HITS#2 Structuring lessons in Reading.	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Bastow Leading Literacy https://www.bastow.vic.edu.au/professional-learning/leading-literacy Note: The course fees are significantly subsidised by the DET. Co-contribution: $770 (excl. GST) for each team member from Victorian government schools.	☑ Leading Teacher(s) ☑ Literacy Leader	☑ PLP Priority	from:Term 1 to:Term 2	$770.00 ☑ Equity funding will be used
INSTRUCTIONAL PRACTICES: * Junior School focus (Synthetic Phonics) * Middle and Senior School focus (CAFE, Teaching and Learning Cycle: reading and writing connections)	☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLT Leaders	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING COMMUNITIES: * PLT across 3 subschools * Reading Inquiry and Action Research (Improvement Cycle)	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLC Leaders	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
COMMUNITIES OF PRACTICE (CoP): * Reading	☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLC Leaders	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Curriculum planning and assessment	Strengthen a whole school approach to the effective teaching of writing, with a specific focus on spelling.
Actions	Although 2019 NAPLAN results showed high results in growth in the area of spelling, historical data indicates this is an anomaly. To ensure consistency in the teaching of writing conventions, the following high-level actions are identified in order to strengthen the consistency of practice in spelling: 1. Further develop and embed the CSPS Synthetic Phonics in Junior School. 2. Extend the CSPS Synthetic Phonics Scope and Sequence to Middle School (Year 2 - Year 4). 2. Introduce Soundwaves program across the Middle and Senior subschools -Year 2 to Year 6. 3. Strengthen a school-wide focus on improving vocabulary skills from oral to written vocabulary.
Outcomes	* Students will further develop vocabulary skills and develop an appreciation that learning and spelling new words is a critical element of their overall education. * Teachers will design writing lessons with a specific focus on developing vocabulary and spelling to explicitly build deep levels of understanding, thinking and application in students. * Leaders will provide targeted Professional Development such as coaching and support in planning for differentiation, modelling lessons and PL.
Success Indicators	* Students success indicators will include a marked improvement in baseline data collected via Essential Assessments/Soundwaves from Term 1 to Term 4. * Teacher success indicators will include planners to include targeted, differentiated lessons in writing with a focus on vocabulary and spelling. * Leader success indicators will include coaching records, meeting minutes and response to staff survey re peer reflection.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
COACHING: * Explicit instructional coaching relative to the CSPS IM, with an explicit focus on the correlation of the Gradual Release of Responsibility to Structuring Lessons (HITS #2) in Writing. * Explicit instructional coaching relative to the Synthetic Phonics model, with a focus on Explicit Teaching (HITS #3), relative to Spelling and the direct connection to Writing.	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader	☑ PLP Priority	from:Term 1 to:Term 4	$68,000.00 ☐ Equity funding will be used
INSTRUCTIONAL PRACTICES specifically related to Spelling (relative to Writing) including: * Synthetic Phonics * Sound Waves	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING COMMUNITIES: * PLT across 3 subschools * Spelling Inquiry and Action Research (Improvement Cycle)	☑ All Staff ☑ Leadership Team ☑ Literacy Leader ☑ PLC Leaders	☐ PLP Priority	from:Term 1 to:Term 3	$0.00 ☐ Equity funding will be used
COMMUNITIES OF PRACTICE (CoP): * Vocabulary/Spelling	☑ Leading Teacher(s) ☑ Literacy Leader	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To improve learning outcomes for all students in numeracy
12 Month Target 2.1	By 2020, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 69% (2019) to 71% or higher [Target in 2022 = 75%].
12 Month Target 2.2	By 2020, the percentage of F- 6 students assessed at below the expected level in Number and Algebra will have decreased from 13% (2019) to 8% or less. Note: Measurement & Geometry and Statistics & Probability are not explicitly selected for 2020.
12 Month Target 2.3	By 2020, 75% students deemed at working below in Number and Algebra, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements. By 2020, 50% students deemed at working above in Number and Algebra, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.
KIS 1 Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
Actions	As reflected in the 2019 School Review, agreed upon, whole school consistency of instructional practice is of the highest priority at CSPS. The following high-level actions have been identified to strengthen the consistency of practice: 1. Build teacher capacity and knowledge around the e5 approach to teaching numeracy. 2. Implement a structured mentoring and coaching program to support consistent implementation of the CSPS IM. 3. Use the improvement cycle to develop rigour in planning a unit of sequential numeracy lessons in all mathematical sub-strands, with a focus on Number and Algebra.
Outcomes	* Students will be able to regulate and articulate their own learning while exploring and developing mathematical skills and knowledge. * Teachers will understand the IM for numeracy, engage in peer observations, feedback and evaluation of programs, and use e5 the IM to articulate, plan and deliver lessons. * Leaders will use professional practice structures as a source of evidence to track peer coaching and pedagogical model implementation including barriers and enablers, invite teachers to observe classes, demonstrate lessons and develop own peer coaching skills.
Success Indicators	* Student success indicators will include leader notes from conversations with students during learning walks. * Teacher success indicators will include lesson plans, peer coaching notes and improving practice discussion notes. PLT minutes will be shared, agreed upon and consistent relative to planning and explicit lesson plans. * Leader success indicators will include correlation of peer coaching, observation and learning walk notes relative to improving practice. Leadership/SIT meeting minutes will regularly reflect on progress.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
COACHING: * Explicit instructional coaching relative to the IM, with a focus on e5 and Gradual Release of Responsibility to Differentiated teaching (HITS #10) in Mathematics Note: Professional Learning Alliance (Book Clubs) - Readings in Leadership Coaching (Growth Coaching International)	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader	☑ PLP Priority	from:Term 1 to:Term 4	$48,000.00 ☐ Equity funding will be used
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Bastow Leading Mathematics Note: The course fees are significantly subsidised by the DET. At this stage, the co-contribution amount has not been finalised. Financial estimation will be based on equivalent Literacy course.	☑ Learning Specialist(s) ☑ Numeracy Leader	☑ PLP Priority	from:Term 1 to:Term 4	$770.00 ☑ Equity funding will be used
INSTRUCTIONAL PRACTICES: * Teaching and Learning structures * I can statements * Scope and Sequence implementation including bi-annual evaluation and review of progress * Lesson plans and content	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ PLT Leaders	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING COMMUNITY: * Numeracy Inquiry and Action Research (Improvement Cycle)	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ PLT Leaders	☑ PLP Priority	from:Term 1 to:Term 4	$5,000.00 ☑ Equity funding will be used
COMMUNITIES OF PRACTICE (CoP): * Membership in Clyde Instructional Leaders Cluster CCILC (Sue Lumley – Instructional Leader from Clyde PS) * Numeracy	☑ Learning Specialist(s) ☑ Numeracy Leader	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiating the curriculum.
Actions	As indicated in the Teacher Judgement Growth Report, a high percentage of students are at the expected level for all strands in Numeracy. To stretch "above level" in Teacher Judgement, the following high-level actions have been identified in order to build teacher capacity with a focus on differentiating in Number and Algebra: 1. Embed the Mathematics Teaching Toolkit in conjunction with the CSPS Scope and Sequence in Number and Algebra, 2. Build teacher knowledge and capacity in the Practice Principle #5 and HITS #10, by engaging middle school teachers in team teaching strategies. 3. Introduce "One Class, One View" data in Number and Algebra to support teachers in tracking student growth and correlate to differentiated teaching and learning.
Outcomes	* Students will deepen and broaden mathematical fluency proficiencies relative to the application of number of algebra knowledge and skills in problem-solving. * Teachers will build confidence and capacity in planning for a range of student abilities and design number lessons in sequence to explicitly build deep levels of numerate thinking in students. * Leaders will provide baseline data and support in planning and modelling lessons and PL in HITS #10.
Success Indicators	* Student indicators will be an increase in "above level" and a decrease in "at expected level" in Teacher Judgements in Number and Algebra. * Teacher success indicators will be assessment data to diagnose student learning needs and plans for learning, peer coaching notes, improving practice discussion notes, formative and summative assessments and Teacher Judgement data. * Leader success indicators will be improving practice discussion notes, leadership team meetings reflecting on progress, SIT meeting minutes, lesson plans and observations, peer coaching and learning walks and CSPS "One class One view" data.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
COACHING: * Practice Principles #5 and e5 correlation to high-quality Numeracy practices * Differentiated teaching (HITS #10) in Mathematics	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
INSTRUCTIONAL PRACTICES specifically related to Differentiated teaching (HITS #10) relative to the Mathematics Compendium and Mathematics Teaching toolkit, focusing on evidence-based practices.	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ PLT Leaders	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING COMMUNITY: * Numeracy Inquiry and Action Research (Improvement Cycle)	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ PLT Leaders	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING BOOK ALLIANCE: * Mathematical Mindset - Jo Boaler	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Numeracy Support	☑ PLP Priority	from:Term 1 to:Term 4	$183.45 ☑ Equity funding will be used

Goal 3	To improve student engagement in their learning
12 Month Target 3.1	By 2020, the % of students responding positively to the AtoSS factor 'Managing bullying' will have increased 71% to 76%.
12 Month Target 3.2	By 2020, the % of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased 73% to 79%.
12 Month Target 3.3	Note: Student voice and agency is not explicitly selected for 2020.
12 Month Target 3.4	Note: Self-regulation and goal setting is not explicitly selected for 2020.
KIS 1 Setting expectations and promoting inclusion	Embed an explicit whole school positive behaviour model
Actions	2020 is the second year of implementing the School Wide Positive Behaviour Model (SWPBS). The following high-level actions are identified in order to strengthen consistency of practice: 1. Accomplishment of next level SWPBS accreditation as per the SWPBS Action Plan. 2. Revise and embed a whole-school consistent rewards system for positive acknowledgements. 3. Establish a consistent approach to Minor and Major behaviours. 4. Commence Respectful Relationships implementation across the school.
Outcomes	* Students will feel safe and happy to be at school, improve emotional regulation through the framework of ZoR, SWPBS and RR. Specifically related to RR, students will begin to develop a culture of respect and equality. * Teachers will implement and embed a consistent whole-school approach to behaviour management including use of COMPASS (consequences and positive acknowledgements), Minor and Major behaviour flow charts and FYI data to track student progress. Specifically related to RR, teachers will build students' skills, knowledge and attitudes to engage in RR and to reject attitudes or behaviours that enforce family violence. * Leaders will build teacher capacity and confidence in dealing with Minor and Major behaviours, including PL, best-practice modelling and coaching. Specifically related to RR, leaders will build capacity of school staff to deliver curriculum and implement whole school improvement. * The community will experience a positive culture shift and strengthen community partnerships.
Success Indicators	* Student success indicators will include increased positive acknowledgements on COMPASS and/or teacher anecdotal notes and AtoSS percentage increase in school connectedness. * Teacher success indicators will include SSG (Student Support Group) notes, positive rewards charts throughout the school, COMPASS data indicating an increase of positive acknowledgements and a decrease of behavioural incidences. * Leader success indicators will include coaching notes, PL meetings, walkthroughs, school monthly touchpoints and SWPBS Data Walls focusing on Positive Acknowledgments. * Community success indicators will include community attendance and volunteering to support school programs and school events.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
COACHING * Explicit instructional and behavioural coaching relative to the SWPBS model, with a focus on Essential feature #4 and Essential feature #5. Note: Professional Learning Alliance (Book Clubs) - Readings in Leadership Coaching (Growth Coaching International)	☑ All Staff ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from:Term 1 to:Term 4	$48,000.00 ☐ Equity funding will be used
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Sarah LaGreca SWPBS * Elizabeth Fox - Respectful Relationships * Luke Kennedy and Bully Zero external consultants	☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
INSTRUCTIONAL PRACTICES: * Teaching and Learning structures * SWPBS Matrix lessons * FUSE portal - Respectful Relationships	☑ All Staff ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING COMMUNITY (PLC): * Wellbeing Inquiry and Action Research (Improvement Cycle)	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
COMMUNITIES OF PRACTICE (CoP): * SWPBS Network * Respectful Relationships Cluster	☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
PROFESSIONAL LEARNING BOOK ALLIANCE: * Fostering Resilient Learners	☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from:Term 1 to:Term 4	$74.02 ☑ Equity funding will be used

KIS 2 Empowering students and building school pride	Build teacher knowledge and practice excellence in promoting a cooperative learning approach
Actions	As reflected in the 2019 School Review, Kagan Cooperative Learning (CL) is historically interwoven; often referred to as CSPS DNA. There has been a transiency and shift of staff in the past four years. Therefore induction of new staff entry, staff re-entering CSPS and consistent practice by existing staff is imperative to assure CL fidelity and consistent implementation. This has prompted a re-focus of CL across the school to build teacher knowledge and best practice in CL. The following high-level actions are identified in order to strengthen the consistency of practice: 1. Build teacher knowledge and capacity in use of CL structures. 2. Provide Professional Learning to embed the 7 Keys of CL 3. Embed an improved professional practice coaching, peer observation, feedback and reflection model.
Outcomes	* Students will be able to articulate CL structures and be motivated and engaged in their learning. * Teachers will have a clearer understanding of CL structures for a particular instructional purpose and increased teaching and learning time through high-level engaging activities. * Leaders will provide guidance and support in planning and modelling lessons and facilitating high-level PL in the CL philosophy and structures.
Success Indicators	* Student success indicators will include notes per collegiate conversations, peer observations and classroom learning walks. * Teacher success indicators will include, lesson plans, peer coaching notes and improving practice discussion notes. * Leader success indicators will be include improving professional practice discussion notes, notes from peer coaching and learning walks and lesson plans and observation notes.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
COACHING: Instructional coaching relative to the CSPS IM and TLS, with a focus on: * CL (HITS #5) in correlation to student achievement and engagement including CL Structure of the month (SAM)	☑ All Staff ☑ Assistant Principal	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * CL Day 1 training for new staff * CL Day 2 training for new and returning staff * CL resurgence for all staff	☑ All Staff ☑ Assistant Principal	☑ PLP Priority	from:Term 1 to:Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$27,503.72	$27,503.72
Additional Equity funding	$199,163.62	$36,836.38
Grand Total	$226,667.34	$64,340.10

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING (external consultant) including: * Leadership and SIT coaching * Organisational Diagnostic analysis (SIT) * Whole School Curriculum Days * C4 Conference (x5 @ $500)	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Other Tracey Ezard Catering for x2 Curriculum days	$20,500.00	$20,500.00
PROFESSIONAL LEARNING ALLIANCE (Book Club): * The Glue - Tracey Ezard * Coherence - Michael Fullan	from: Term 1 to: Term 4	☑ Other Professional Reading/Book Club	$206.25	$206.25
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Bastow Leading Literacy https://www.bastow.vic.edu.au/professional-learning/leading-literacy Note: The course fees are significantly subsidised by the DET. Co-contribution: $770 (excl. GST) for each team member from Victorian government schools.	from: Term 1 to: Term 2	☑ Professional development (excluding CRT costs and new FTE) ☑ Other Bastow	$770.00	$770.00

LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Bastow Leading Mathematics Note: The course fees are significantly subsidised by the DET. At this stage, the co-contribution amount has not been finalised. Financial estimation will be based on equivalent Literacy course.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Other Bastow	$770.00	$770.00
PROFESSIONAL LEARNING COMMUNITY: * Numeracy Inquiry and Action Research (Improvement Cycle)	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Other Curriculum Day	$5,000.00	$5,000.00
PROFESSIONAL LEARNING BOOK ALLIANCE: * Mathematical Mindset - Jo Boaler	from: Term 1 to: Term 4	☑ Other Professional Reading/Book Club	$183.45	$183.45
PROFESSIONAL LEARNING BOOK ALLIANCE: * Fostering Resilient Learners	from: Term 1 to: Term 4	☑ Other Professional Reading/Book Club	$74.02	$74.02
Totals			$27,503.72	$27,503.72

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
(Leading Teacher KH) COACHING: * Explicit instructional coaching relative to the CSPS Teaching and Learning Instructional Model (IM), with a focus on the Practice Principles 4-6 and e5 correlation to high-quality literacy practices.	from: Term 1 to: Term 4	☑ School-based staffing	$72,000.00	$0.00
(Literacy support KA) COACHING: * Explicit instructional coaching relative to the Synthetic Phonics model, with a focus on Explicit Teaching (HITS#3), relative to Spelling and the direct connection to Writing.	from: Term 1 to: Term 4	☑ School-based staffing	$31,163.62	$36,836.38
(Learning Specialist DW) COACHING: * Explicit instructional coaching relative to the IM, with a focus on e5 and Gradual Release of Responsibility to Differentiated teaching (HITS #10) in Mathematics	from: Term 1 to: Term 4	☑ School-based staffing	$48,000.00	$0.00
(Learning Specialist MW) COACHING * Explicit instructional and behavioural coaching relative to the SWPBS model, with a focus on Essential feature #4 and Essential feature #5.	from: Term 1 to: Term 4	☑ School-based staffing	$48,000.00	$0.00
Totals			$199,163.62	$36,836.38

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
COACHING: * Explicit instructional coaching relative to the CSPS Teaching and Learning Instructional Model (IM), with a focus on the Practice Principles 4-6 and e5 correlation to high-quality literacy practices. Note: Professional Learning Alliance (Book Clubs) - Readings in Leadership Coaching (Growth Coaching International)	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s) ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ External consultants Tracey Ezard ☑ Departmental resources Literacy and Numeracy portals Peer Reflection and Feedback guide ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING (external consultant) including: * Leadership and SIT coaching * Organisational Diagnostic analysis (SIT) * Whole School Curriculum Days * C4 Conference (x5 @ $500)	☑ Leadership Team ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Area Principal Forums	☑ Bastow program/course ☑ External consultants * Tracey Ezard * C4 Conference	☑ Off-site Bastow inc on site
COMMUNITIES OF PRACTICE (CoP): * Membership in Clyde Instructional Leaders Cluster CCILC (Sue Lumley – Instructional Leader from Clyde PS)	☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ Communities of Practice	☑ PLC Initiative ☑ School improvement partnerships ☑ Internal staff ☑ Literacy Leaders	☑ Off-site CoP Including on site

				☑ PLC/PLT Meeting	☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
PROFESSIONAL LEARNING ALLIANCE (Book Club): * The Glue - Tracey Ezard * Coherence - Michael Fullan	☑ Leadership Team ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
COACHING: * Explicit instructional coaching relative to the CSPS IM and TLS; focusing on the correlation of the e5 Explain to HITS#2 Structuring lessons in Reading.	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources Literacy portal ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Bastow Leading Literacy https://www.bastow.vic.edu.au/professional-learning/leading-literacy Note: The course fees are significantly subsidised by the DET. Co-contribution: $770 (excl. GST) for each team member from Victorian government schools.	☑ Leading Teacher(s) ☑ Literacy Leader	from: Term 1 to: Term 2	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Network Professional Learning	☑ Literacy expertise ☑ PLC Initiative ☑ Bastow program/course ☑ Literacy Leaders ☑ Departmental resources Literacy portal ☑ Practice Principles for Excellence in Teaching and Learning	☑ Off-site Bastow Including on site

					☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
COMMUNITIES OF PRACTICE (CoP): * Reading	☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ Communities of Practice	☑ Literacy expertise ☑ School improvement partnerships ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ Off-site Network schools TBC
COACHING: * Explicit instructional coaching relative to the CSPS IM, with an explicit focus on the correlation of the Gradual Release of Responsibility to Structuring Lessons (HITS #2) in Writing. * Explicit instructional coaching relative to the Synthetic Phonics model, with a focus on Explicit Teaching (HITS #3), relative to Spelling and the direct connection to Writing.	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Learning Specialist ☑ Departmental resources Literacy portal ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
INSTRUCTIONAL PRACTICES specifically related to Spelling (relative to Writing) including: * Synthetic Phonics * Sound Waves	☑ All Staff ☑ Leading Teacher(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Literacy Leaders	☑ On-site
COMMUNITIES OF PRACTICE (CoP): * Vocabulary/Spelling	☑ Leading Teacher(s)	from: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Network Professional Learning	☑ Literacy expertise ☑ School improvement partnerships	☑ Off-site

	☑ Literacy Leader	to: Term 4	☑ Curriculum development	☑ Communities of Practice	☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	Network schools TBC
COACHING: * Explicit instructional coaching relative to the IM, with a focus on e5 and Gradual Release of Responsibility to Differentiated teaching (HITS #10) in Mathematics Note: Professional Learning Alliance (Book Clubs) - Readings in Leadership Coaching (Growth Coaching International)	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Learning Specialist ☑ Maths/Sci Specialist ☑ Departmental resources Numeracy portal ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Bastow Leading Mathematics Note: The course fees are significantly subsidised by the DET. At this stage, the co-contribution amount has not been finalised. Financial estimation will be based on equivalent Literacy course.	☑ Learning Specialist(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Network Professional Learning	☑ Bastow program/course ☑ Departmental resources Numeracy portal ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ Off-site Bastow
PROFESSIONAL LEARNING COMMUNITY: * Numeracy Inquiry and Action Research (Improvement Cycle)	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional	☑ External consultants Curriculum Day presenter TBC MAV Conference ☑ Departmental resources	☑ Off-site Including On site

	☑ PLT Leaders			Learning Sessions ☑ PLC/PLT Meeting	Jo Boaler resources Numeracy portal ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	
COMMUNITIES OF PRACTICE (CoP): * Membership in Clyde Instructional Leaders Cluster CCILC (Sue Lumley – Instructional Leader from Clyde PS) * Numeracy	☑ Learning Specialist(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ Communities of Practice	☑ School improvement partnerships ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ Off-site Network schools TBC
INSTRUCTIONAL PRACTICES specifically related to Differentiated teaching (HITS #10) relative to the Mathematics Compendium and Mathematics Teaching toolkit, focusing on evidence-based practices.	☑ All Staff ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Bastow program/course ☑ Departmental resources Literacy and Numeracy portals ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ Numeracy leader	☑ On-site
PROFESSIONAL LEARNING BOOK ALLIANCE: * Mathematical Mindset - Jo Boaler	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Numeracy Support	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Jo Boaler resources Numeracy portal	☑ On-site

					☑ PLC/PLT Meeting	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	
COACHING * Explicit instructional and behavioural coaching relative to the SWPBS model, with a focus on Essential feature #4 and Essential feature #5. Note: Professional Learning Alliance (Book Clubs) - Readings in Leadership Coaching (Growth Coaching International)	☑ All Staff ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources SWPBS	☑ On-site
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * Sarah LaGreca SWPBS * Elizabeth Fox - Respectful Relationships * Luke Kennedy and Bully Zero external consultants	☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants Luke Kennedy and Bully Zero external consultants ☑ Departmental resources * Sarah LaGreca SWPBS * Elizabeth Fox - Respectful Relationships	☑ On-site
COMMUNITIES OF PRACTICE (CoP): * SWPBS Network * Respectful Relationships Cluster	☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Network Professional Learning ☑ Communities of Practice	☑ School improvement partnerships ☑ Departmental resources * Sarah LaGreca SWPBS * Elizabeth Fox - Respectful Relationships	☑ Off-site Network schools TBC
PROFESSIONAL LEARNING BOOK ALLIANCE: * Fostering Resilient Learners	☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Internal staff ☑ Departmental resources SWPBS Respectful Relationships	☑ On-site

	☑ Wellbeing Team		☑ Student voice, including input and feedback	☑ PLC/PLT Meeting		
COACHING: Instructional coaching relative to the CSPS IM and TLS, with a focus on: * CL (HITS #5) in correlation to student achievement and engagement including CL Structure of the month (SAM)	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
LEADERSHIP SUPPORT AND TRAINING/PROFESSIONAL LEARNING including: * CL Day 1 training for new staff * CL Day 2 training for new and returning staff * CL resurgence for all staff	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site