

2020 Annual Implementation Plan

for improving student outcomes

Yinnar Primary School (2419)



Submitted for review by Tamina Taylor (School Principal) on 09 December, 2019 at 03:14 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 21 February, 2020 at 06:03 PM
Endorsed by Sandy Hegarty (School Council President) on 22 February, 2020 at 02:57 PM

Self-evaluation Summary - 2020

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

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

Community engagement in learning	Building communities	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	During 2019 we undertook our School Review and a major focus on literacy teaching, particularly in Phonics and phonemic awareness with significant staff buy in and student learning growth. The strong learning culture, staff climate and learning architecture was a key enabler.
Considerations for 2020	Areas of focus identified for 2020 is improved teacher confidence in teaching mathematics and improved student writing outcomes. Mathematics will be a major focus is 2020-22, with the application of phonics skills into writing a minor focus. There is also a need to develop creative ways to communicate student learning with parents, which will need to be researched and further developed. Digital learning will need a injection of resources to bring hardware more accessible and current, as well as the introduction of the role of Digital Learning on the leadership team.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve literacy and numeracy relative growth for all students
Target 1.1	<p>By 2023, increase the percentage of students achieving medium and high relative learning growth from Year 3 to 5 in NAPLAN:</p> <ul style="list-style-type: none"> • reading, from 88% to 95% or greater • writing, from 76% to 85% or greater • numeracy, from 76% to 85% or greater.
Target 1.2	<p>The percentage of students that achieve 12 months growth in the teacher judgements against the Victorian Curriculum standards from Foundation to Year 6, will increase in:</p> <ul style="list-style-type: none"> • reading and viewing from 86% to 92% • number and algebra from 72% to 85%.
Target 1.3	<p>The percentage of positive responses in the Staff Opinion Survey will increase for the following factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 88% to 92% or greater • Guaranteed and Viable Curriculum from 78% to 90%.
Target 1.4	<p>The percentage of positive responses in the Staff Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • Teaching and Learning Implementation from 82% to 90% or greater • Teaching and Learning Evaluation from 80% to 88%.

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and document a guaranteed and viable curriculum in literacy and numeracy with a supporting instructional model
Key Improvement Strategy 1.b Building practice excellence	Strengthen the teacher's capacity to provide opportunities for students to develop voice and agency in literacy and numeracy.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Strengthen and deepen teacher pedagogical content knowledge and how to split screen to enhance learner agency (learning power) in reading, writing and mathematics (including proficiencies).
Key Improvement Strategy 1.d Building practice excellence	Build teacher capacity to effectively identify and implement assessment and feedback strategies that progress students to the next level of learning.
Goal 2	Improve student learning and engagement by developing effective home school learning partnerships
Target 2.1	<p>By 2023, increase the percentage of positive responses to the following factors on the POS:</p> <ul style="list-style-type: none"> • Teacher communication from 70% to 85% or greater • School connectedness from 92% to 94% or greater
Target 2.2	By 2023, increase the percentage of positive responses on the SSS for Parent and Community factor Involvement from 89% to 95% or greater.
Key Improvement Strategy 2.a Parents and carers as partners	Identify and implement a learning management system and digital tools that create effective parent and teacher communication.

Key Improvement Strategy 2.b Parents and carers as partners	Review approaches to reporting student progress that align student achievement and the learning power skills
Goal 3	Enhance student agency in learning by embedding digital learning skills across the curriculum
Target 3.1	By 2023, increase the percentage of positive responses on AToSS to the following factors: <ul style="list-style-type: none"> • *Student voice and agency from xx% to xx% or greater • *Learning Confidence from xx% to xx% or greater • *Motivation from xx% to xx% or greater (to be finalised)
Target 3.2	By 2023, increase the percentage of positive responses in the Student Motivation and Support factor from 73% to 85% or greater.
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop and document a whole school plan for digital technology.
Key Improvement Strategy 3.b Building practice excellence	Develop a professional learning strategy that builds teacher capacity and confidence to utilise digital technology that enhance student learning and engagement
Key Improvement Strategy 3.c Parents and carers as partners	Build effective home school partnerships through the regular communication of personalized learning goals

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve literacy and numeracy relative growth for all students	Yes	<p>By 2023, increase the percentage of students achieving medium and high relative learning growth from Year 3 to 5 in NAPLAN:</p> <ul style="list-style-type: none"> • reading, from 88% to 95% or greater • writing, from 76% to 85% or greater • numeracy, from 76% to 85% or greater. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>There is an increase in 2020 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 in NAPLAN: reading to 88% or greater writing, from 78% or greater numeracy, from 78% or greater.</p>
		<p>The percentage of students that achieve 12 months growth in the teacher judgements against the Victorian Curriculum standards from Foundation to Year 6, will increase in:</p> <ul style="list-style-type: none"> • reading and viewing from 86% to 92% • number and algebra from 72% to 85%. 	<p>The percentage of students that achieve 12 months growth in the teacher judgements against the Victorian Curriculum standards from Foundation to Year 6, will increase in:</p> <p>reading and viewing from 88% number and algebra from 75%.</p>
		<p>The percentage of positive responses in the Staff Opinion Survey will increase for the following factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 88% to 92% or greater • Guaranteed and Viable Curriculum from 78% to 90%. 	<p>The percentage of positive responses in the Staff Opinion Survey will increase for the following factors:</p> <p>Collective Efficacy to 91% or greater Guaranteed and Viable Curriculum to 90%.</p>

		<p>The percentage of positive responses in the Staff Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • Teaching and Learning Implementation from 82% to 90% or greater • Teaching and Learning Evaluation from 80% to 88%. 	<p>The percentage of positive responses in the Staff Opinion Survey will increase for:</p> <p>Teaching and Learning Implementation area of understanding formative assessment to increase from 69% to 80% Teaching and Learning Evaluation areas of skills to measure impact and understand how to analyse data increase from 85% to 90%. The area of use student feedback to improve practice to increase from 92% to 95%</p>
Improve student learning and engagement by developing effective home school learning partnerships	Yes	<p>By 2023, increase the percentage of positive responses to the following factors on the POS:</p> <ul style="list-style-type: none"> • Teacher communication from 70% to 85% or greater • School connectedness from 92% to 94% or greater 	<p>Increase the percentage of positive responses to the following factors on the POS:</p> <p>Teacher communication from 70% to 75% or greater</p>
		<p>By 2023, increase the percentage of positive responses on the SSS for Parent and Community factor Involvement from 89% to 95% or greater.</p>	<p>Increase the percentage of positive responses on the POS for Parent and Community factor Involvement from 90% or greater.</p>
Enhance student agency in learning by embedding digital learning skills across the curriculum	No	<p>By 2023, increase the percentage of positive responses on AToSS to the following factors:</p> <ul style="list-style-type: none"> • *Student voice and agency from xx% to xx% or greater • *Learning Confidence from xx% to xx% or greater • *Motivation from xx% to xx% or greater (to be finalised) 	

		By 2023, increase the percentage of positive responses in the Student Motivation and Support factor from 73% to 85% or greater.	
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Goal 1	Improve literacy and numeracy relative growth for all students		
12 Month Target 1.1	There is an increase in 2020 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 in NAPLAN: reading to 88% or greater writing, from 78% or greater numeracy, from 78% or greater.		
12 Month Target 1.2	The percentage of students that achieve 12 months growth in the teacher judgements against the Victorian Curriculum standards from Foundation to Year 6, will increase in: reading and viewing from 88% number and algebra from 75%.		
12 Month Target 1.3	The percentage of positive responses in the Staff Opinion Survey will increase for the following factors: Collective Efficacy to 91% or greater Guaranteed and Viable Curriculum to 90%.		
12 Month Target 1.4	The percentage of positive responses in the Staff Opinion Survey will increase for: Teaching and Learning Implementation area of understanding formative assessment to increase from 69% to 80% Teaching and Learning Evaluation areas of skills to measure impact and understand how to analyse data increase from 85% to 90%. The area of use student feedback to improve practice to increase from 92% to 95%		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Develop and document a guaranteed and viable curriculum in literacy and numeracy with a supporting instructional model	Yes
KIS 2 Building practice excellence	Strengthen the teacher's capacity to provide opportunities for students to develop voice and agency in literacy and numeracy.	No
KIS 3 Evidence-based high-impact teaching strategies	Strengthen and deepen teacher pedagogical content knowledge and how to split screen to enhance learner agency (learning power) in reading, writing and mathematics (including proficiencies).	Yes
KIS 4 Building practice excellence	Build teacher capacity to effectively identify and implement assessment and feedback strategies that progress students to the next level of learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our major focus is on Numeracy growth and all the improvement strategies are intertwined. The School review highlighted the need for a strong focus on numeracy and a minor focus on embedding the phonics in the reading and writing.	
Goal 2	Improve student learning and engagement by developing effective home school learning partnerships	
12 Month Target 2.1	Increase the percentage of positive responses to the following factors on the POS: Teacher communication from 70% to 75% or greater	
12 Month Target 2.2	Increase the percentage of positive responses on the POS for Parent and Community factor Involvement from to 90% or greater.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Identify and implement a learning management system and digital tools that create effective parent and teacher communication.	Yes

Parents and carers as partners		
KIS 2 Parents and carers as partners	Review approaches to reporting student progress that align student achievement and the learning power skills	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 need for a better communication tool needs to be researched and developed. This will be a minor focus.	

Define Actions, Outcomes and Activities

Goal 1	Improve literacy and numeracy relative growth for all students
12 Month Target 1.1	There is an increase in 2020 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 in NAPLAN: reading to 88% or greater writing, from 78% or greater numeracy, from 78% or greater.
12 Month Target 1.2	The percentage of students that achieve 12 months growth in the teacher judgements against the Victorian Curriculum standards from Foundation to Year 6, will increase in: reading and viewing from 88% number and algebra from 75%.
12 Month Target 1.3	The percentage of positive responses in the Staff Opinion Survey will increase for the following factors: Collective Efficacy to 91% or greater Guaranteed and Viable Curriculum to 90%.
12 Month Target 1.4	The percentage of positive responses in the Staff Opinion Survey will increase for: Teaching and Learning Implementation area of understanding formative assessment to increase from 69% to 80% Teaching and Learning Evaluation areas of skills to measure impact and understand how to analyse data increase from 85% to 90%. The area of use student feedback to improve practice to increase from 92% to 95%
KIS 1 Curriculum planning and assessment	Develop and document a guaranteed and viable curriculum in literacy and numeracy with a supporting instructional model
Actions	Create a shared vision statement for mathematicians at Yinnar PS. Create an instructional model for effective numeracy lessons which includes agreed practices/ expectations and in line with the HITS and YPS mental model for Numeracy.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • have a voice to share how they experience mathematics lessons • Be more engaged in mathematics lessons and develop a positive mindset to maths * Be familiar with routines and expectations within a mathematics lesson * Have a voice in the vision for mathematicians and be able to articulate it. <p>Teachers will:</p> <ul style="list-style-type: none"> • Deepen their knowledge and understanding of elements of effective numeracy lessons based on research and evidence based practices * Have a voice in developing the vision for YPS mathematicians and be able to articulate it, and have it reflective in their planning and teaching • Be more confident in agreed practices and expectations on what makes an effective mathematics lesson * Be more confident with and develop a positive mindset to teaching maths <p>Leaders will:</p> <ul style="list-style-type: none"> • Articulate and demonstrate the whole school vision for mathematicians * Lead by example and implement vision and instructional model in their classroom teaching and conversations * Use the Leadership Behaviours Matrix regularly to reflect on and hold each other to account for high expectations in leading mathematics and leading by example <p>Parents/Carers will:</p> <ul style="list-style-type: none"> * Be aware of maths as a school focus • Build their knowledge of mathematics through regular access school information distributed through newsletter, parent workshops, Look at our Learning days (Student led Learning Portfolio day with maths info session at beginning) 			
Success Indicators	<p>A whole school vision for mathematicians is collectively developed, agreed to, displayed in each classroom and shared areas, visible in newsletters, in student friendly language..</p> <p>Teachers collectively contribute to researching and informing the vision and instructional model for numeracy.</p> <p>Teachers planners show links to the YPS vision for mathematicians and instructional model.</p> <p>A documented YPS instructional model is used to teach Maths.</p> <p>Student interviews, surveys, student shadowing and reflections show a positive mindset towards mathematics.</p> <p>Teacher PDP mid and end cycle reflections show evidence of greater confidence and greater expertise in teaching mathematics.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Create a shared vision statement for mathematicians at Yinnar PS. - schedule Wednesday whole school professional learning forums each term to develop this -ensure professional readings each term in P-6 PLT develop and review vision and developing understandings</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Allocate whole school professional learning forums (Wednesday nights) term 1 to create an YPS instructional model for learning and teaching in literacy and numeracy Use evidence based research, other schools models, DET HITS, YPS mental model to inform decisions</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Gain feedback from students by interviewing selected students from each year level/ class twice a year to hear what they feel about current mathematics teaching and learning and how they experience mathematics in their class. This will inform how our current practice aligns with our vision for mathematicians and where we need to improve.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Leadership team and classroom teachers to undertake a student shadowing from another class twice per year</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	\$800.00 <input type="checkbox"/> Equity funding will be used
<p>Teachers include Numeracy as a goal in PDP</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>KIS 2 Evidence-based high-impact teaching strategies</p>	<p>Strengthen and deepen teacher pedagogical content knowledge and how to split screen to enhance learner agency (learning power) in reading, writing and mathematics (including proficiencies).</p>			

Actions	<p>Engage a critical friend/ consultant/ coach to provide mathematical learning expertise to numeracy leader and teachers- possibly Peter Sullivan Prof Monash University</p> <p>Peer observations and modelled lessons from expert in Numeracy</p> <p>Build Numeracy leaders pedagogical content knowledge and mathematical language (including proficiencies) through ongoing whole staff professional learning with expert, professional reading and action research.</p> <p>Allocate Time for Expert/ mentor to meet with and support Numeracy leader</p> <p>Restructure staff Professional Learning sessions to ensure consistent focus on Mathematics throughout whole year</p> <p>Professional learning provision on closure days, in school and after school sessions for teachers with expert</p> <p>Professional reading- Jo Boaler and Guy Claxton</p> <p>Book study- Mathematical Mindsets</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be more engaged in mathematics lessons and develop a positive mindset to maths • Be experiencing mathematics learning that enables them to articulate their thinking, problem solve and make choices in how they work through problems. • Have voice and agency in mathematics lessons <p>Teachers will:</p> <ul style="list-style-type: none"> • Deepen their knowledge and understanding of how to plan, teach and assess so that students to have voice and agency in their mathematics learning • Be more confident with and develop a positive mindset to teaching maths • Use consistent mathematical language when explaining mathematical processes <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop the learning architecture to enable staff professional learning to be effective and embedded in classroom practice • Ensure they are actively implementing new learning in their own classrooms mathematics lessons and sharing their successes and challenges • Prioritise mathematics as a major focus area <p>Parents/Carers will:</p> <ul style="list-style-type: none"> • Be aware of maths as a school focus • Build their knowledge of mathematics through regular access school information distributed through newsletter, parent workshops, Look at our Learning days, COMPASS
Success Indicators	<p>Staff Surveys show improved confidence and understanding of effective pedagogy in mathematics</p> <p>PATMaths, Maths Online Interview, ED Partnership staff and student surveys, Attitude to School surveys, Staff Opinion surveys</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage a critical friend/ consultant/ coach to provide mathematical learning expertise to numeracy leader and teachers- possibly Peter Sullivan Prof Monash University on closure days, in school and after school sessions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Two Book studies plus other current research on learner agency (professional learning sessions in school) - Jo Boaler Mathematical Mindsets and Guy Claxton-Powering up Children (learner agency)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,260.00 <input type="checkbox"/> Equity funding will be used
Peer observations and modelled lessons from expert in Numeracy	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Allocate Time for Expert/ mentor to meet with and support Numeracy leader	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Restructure staff Professional learning sessions to ensure consistent focus on Mathematics throughout whole year	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Build teacher capacity to effectively identify and implement assessment and feedback strategies that progress students to the next level of learning.			

Actions	<p>Interview students and conduct student shadowing to gather evidence of writing experienced through learners eyes at least twice during the year</p> <p>Implement PAT R Early years for P-2</p> <p>Provide Professional Learning in analysing assessment data and using to inform practices (Use PLT time)</p> <p>Review and update assessment schedule to include formative assessments in literacy- spelling, writing and reading and in numeracy</p> <p>In PLT's focus on understanding and using formative assessments, Wednesday Nights PL forums to include Maths PLC cycle, understanding and analysing formative assessments.</p> <p>Professional reading in PLT's to include- Outstanding Formative Assessment</p> <p>Coaching focus to include deeper understanding of how to give effective feedback to students, how to use student feedback and peer feedback</p> <p>Numeracy Professional learning sessions on Wednesdays to include data analysis, understanding formative assessments and planning</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Facilitate internal professional learning sessions for all staff • Purchase relevant texts for book studies, undertake the readings in a timely manner and be role models for teachers • Learn alongside staff • Meet as PLT leader's team at least monthly • Consult with staff to review and update assessment schedule • Engage in conversations with other teachers about their practice beyond the scheduled meeting times for PL <p>Teachers will:</p> <ul style="list-style-type: none"> • Build their knowledge and skills in , analysing data and using feedback to improve learning outcomes <p>Students will:</p> <ul style="list-style-type: none"> • Provide their teachers with feedback and know how they have acted upon it

Success Indicators	Staff opinion survey teaching and learning implementation and evaluation indicators, student surveys Refined Assessment Schedule			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create a PLT Leaders Team which includes the two PLT leaders and Literacy Leader. Ensure they meet at least monthly	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Implement PAT R Early years for P-2	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Provide Professional learning in analysing assessment data and using to inform practices (Use PLT time)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and update assessment schedule to include Formative assessments	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
In PLT's focus on understanding and using formative assessments	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Coaching focus to include feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Numeracy Professional learning sessions on Wednesdays to include data analysis, understanding formative assessments and planning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <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
OG- build clarity and consistency in OG Literacy approach by filmig teachers practice, viist other schools doing OG eg Churchill.regular reflections on initial planning, peer observation	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Professional reading in PLT's to include- Outstanding Formative Assessment	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student learning and engagement by developing effective home school learning partnerships			
12 Month Target 2.1	Increase the percentage of positive responses to the following factors on the POS: Teacher communication from 70% to 75% or greater			
12 Month Target 2.2	Increase the percentage of positive responses on the POS for Parent and Community factor Involvement from to 90% or greater.			
KIS 1 Parents and carers as partners	Identify and implement a learning management system and digital tools that create effective parent and teacher communication.			

Actions	<p>Purchase and provide training for staff in the use of COMPASS and See Saw app Commence implementation of COMPASS with staff then parents- attendance, news feed, events and chronicle Generate COMPASS parent logins and provide information updates in newsletter Teachers to commence sharing weekly learning focus with parents via COMPASS news feed Use COMPASS as reporting tool Implement use of Seesaw app with students as gathering evidence of learning goals (portfolios) to share with parents on Look @ Our Learning days each term P-6</p>
Outcomes	<p>Parents will:</p> <ul style="list-style-type: none"> * Use compass to log attendance notes *Parents are aware of events well in advance *Be emailing their child's teacher through COMPASS *Will be aware of weekly learning focuses for their child * Will feel more informed of school events and their child's learning <p>Students will:</p> <ul style="list-style-type: none"> * Know how to and be able to use the See Saw app to gather evidence of their learning goals and use this to share their learning with their parents each term <p>Teachers will:</p> <ul style="list-style-type: none"> *Use compass daily to log attendance, create events,communicate to other staff and parents * Include their weekly learning focuses for their class on COMPASS for parents * Will be more informed of school events * Have less administrative burden for tracking excursion notes * Teach their class how to use See Saw app * Actively use See Saw App with their class to support the gathering of evidence for Learning goals
Success Indicators	<p>COMPASS is purchased and used regularly by staff and parents SeeSaw app is used with Learning Portfolios P-6 at Look@ Our Learning days each term</p>

COMPASS is used for June and Dec semester reporting 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchase and provide training for staff in the use of COMPASS and See Saw app	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Commence implementation of COMPASS with staff then parents-attendance, news feed, events and chronicle	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Generate COMPASS parent logins and provide information updates in newsletter	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to commence sharing weekly learning focus with parents via COMPASS news feed	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Use COMPASS as reporting tool	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Implement use of Seesaw app with students as gathering evidence of learning goals (portfolios) to share with parents on Look @ Our Learning days each term P-6</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Create a shared vision statement for mathematicians at Yinnar PS.</p> <p>- schedule Wednesday whole school professional learning forums each term to develop this</p> <p>-ensure professional readings each term in P-6 PLT develop and review vision and developing understandings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants <p>Peter Sullivan</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Mathematics ToolKit</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Allocate whole school professional learning forums (Wednesday nights) term 1 to create an YPS instructional model for learning and teaching in literacy and numeracy</p> <p>Use evidence based research, other schools models, DET HITS, YPS mental model to inform decisions</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources <p>Mathematics Toolkit</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Leadership team and classroom teachers to undertake a student shadowing from another class twice per year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Engage a critical friend/ consultant/ coach to provide mathematical learning expertise to numeracy leader and teachers- possibly Peter Sullivan Prof Monash University on closure days, in school and after school sessions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Subject association <input checked="" type="checkbox"/> External consultants Peter Sullivan <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Two Book studies plus other current research on learner agency (professional learning sessions in school) - Jo Boaler Mathematical Mindsets and Guy Claxton- Powering up Children (learner agency)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer observations and modelled lessons from expert in Numeracy	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Peter Sullivan	<input checked="" type="checkbox"/> On-site
Provide Professional learning in analysing assessment data and using to inform practices (Use PLT time)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders	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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

In PLT's focus on understanding and using formative assessments	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Coaching focus to include feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Numeracy Professional learning sessions on Wednesdays to include data analysis, understanding formative assessments and planning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Purchase and provide training for staff in the use of COMPASS and See Saw app	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants COMPASS	<input checked="" type="checkbox"/> On-site