

# 2019 Annual Implementation Plan

## for improving student outcomes

Eastbourne Primary School (5133)



Submitted for review by Stephen Wilkinson (School Principal) on 23 November, 2018 at 03:33 PM  
Endorsed by Michael Devine (Senior Education Improvement Leader) on 01 December, 2018 at 04:35 PM  
Endorsed by Jared Tipping (School Council President) on 04 December, 2018 at 06:06 AM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>2018 has been a reasonable year for the student outcomes at Eastbourne Primary School. Our NaPlan results indicate pleasing progress in year 5 but less growth for students in year 3. Our development of staff leadership has been extremely successful with many staff taking on middle management leadership and assisting greatly with school improvement. Our Parent, Staff and Attitudes to School survey are in reasonable shape, although 'bullying' remains a concern for both students and parents.</p> <p>We have made some inroads into Student Voice and Agency, but we hope to see more traction and influence in 2019/20 as we complete the program the school is currently engaged.</p>
<b>Considerations for 2019</b>	<p>As we have now been informed about our success for the Mathematics Initiative, numeracy will be a targeted area in 2019 and 2020. We will continue to develop our successes within Writing and further enhance this area with a concentration on Vocabulary, Speaking and Listening and Independent Reading. Student Voice/Agency will also be a large part of our schools AIP for 2019 with a targeted area being respect. Attendance will also be a major priority in 2019.</p> <p>We will continue to develop leadership abilities for all staff through Bastow courses and local membership of the same</p>

	through our Network. Internally, we will once again look at our Meeting Schedule and revamp it to cater for more intensive discussion and meaningful analysis of student data, current trends and DET priorities.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve student achievement and learning growth in Literacy and Numeracy.
<b>Target 1.1</b>	- By 2021 there will be a 20% increase in the number of year 5 students who will be in the top two bands in NAPLAN reading.
<b>Target 1.2</b>	- By 2021, 75% of students will be achieving in medium to high relative growth categories across reading in NAPLAN.
<b>Target 1.3</b>	- By 2021 there will be a 20% increase in the number of year 5 students who will be in the top two bands in NAPLAN writing.
<b>Target 1.4</b>	- By 2021, 75% of students will be achieving in medium to high relative growth categories across writing in NAPLAN.
<b>Target 1.5</b>	- By 2021 there will be a 20% increase in the number of year 5 students who will be in the top two bands in NAPLAN numeracy.

<b>Target 1.6</b>	- By 2021, 75% of students will be achieving in medium to high relative growth categories across numeracy in NAPLAN.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build leadership capacity to within the school to drive school improvement.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Continue to develop a more rigorous and consistent analysis of data through restructuring the meeting schedule and staff professional learning.
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	To incorporate speaking and listening and vocabulary teaching in to curriculum planning documents.
<b>Goal 2</b>	To improve student engagement in their own learning.
<b>Target 2.1</b>	In each year between 2018-2021 students with more than 20 days absent will be reduced from 27% (2016) by 2%.
<b>Target 2.2</b>	- Students perceptions of Classroom Behaviour (Student Attitude to School Survey) will increase to 90%.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To develop student voice, leadership and agency across the school.
<b>Key Improvement Strategy 2.b</b>	For students to believe that their peers respect teachers and other students

Setting expectations and promoting inclusion	
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## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student achievement and learning growth in Literacy and Numeracy.	Yes	<ul style="list-style-type: none"> <li>- By 2021 there will be a 20% increase in the number of year 5 students who will be in the top two bands in NAPLAN reading.</li> </ul>	<ul style="list-style-type: none"> <li>- In 2019, at least 35% percent of year 5 student will be in the top two bands in NAPLAN reading.</li> </ul>
		<ul style="list-style-type: none"> <li>- By 2021, 75% of students will be achieving in medium to high relative growth categories across reading in NAPLAN.</li> </ul>	<ul style="list-style-type: none"> <li>- In 2019, we will maintain 85% of year 5 student achieving high or medium relative learning gain in NAPLAN reading.</li> </ul>
		<ul style="list-style-type: none"> <li>- By 2021 there will be a 20% increase in the number of year 5 students who will be in the top two bands in NAPLAN writing.</li> </ul>	<ul style="list-style-type: none"> <li>- In 2019, at least 15% percent of year 5 student will be in the top two bands in NAPLAN writing.</li> </ul>
		<ul style="list-style-type: none"> <li>- By 2021, 75% of students will be achieving in medium to high relative growth categories across writing in NAPLAN.</li> </ul>	<ul style="list-style-type: none"> <li>- In 2019, we will maintain 87% of year 5 student achieving high or medium relative learning gain in NAPLAN writing.</li> </ul>



		- By 2021 there will be a 20% increase in the number of year 5 students who will be in the top two bands in NAPLAN numeracy.	- In 2019, at least 23% percent of year 5 student will be in the top two bands in NAPLAN numeracy.
		- By 2021, 75% of students will be achieving in medium to high relative growth categories across numeracy in NAPLAN.	- In 2019, 75% of year 5 student will achieve high or medium relative learning gain in NAPLAN numeracy.
To improve student engagement in their own learning.	Yes	In each year between 2018-2021 students with more than 20 days absent will be reduced from 27% (2016) by 2%.	- In 2019, students with more than 20 days absent will be reduced by an additional 2% from 2018.
		- Students perceptions of Classroom Behaviour (Student Attitude to School Survey) will increase to 90%.	- In 2019, 'students at this school treat teachers with respect' will increase to 70%.  - In 2019, 'students at this school treat others with respect' will increase to 60%.

<b>Goal 1</b>	To improve student achievement and learning growth in Literacy and Numeracy.
<b>12 Month Target 1.1</b>	- In 2019, at least 35% percent of year 5 student will be in the top two bands in NAPLAN reading.

<b>12 Month Target 1.2</b>	- In 2019, we will maintain 85% of year 5 student achieving high or medium relative learning gain in NAPLAN reading.	
<b>12 Month Target 1.3</b>	- In 2019, at least 15% percent of year 5 student will be in the top two bands in NAPLAN writing.	
<b>12 Month Target 1.4</b>	- In 2019, we will maintain 87% of year 5 student achieving high or medium relative learning gain in NAPLAN writing.	
<b>12 Month Target 1.5</b>	- In 2019, at least 23% percent of year 5 student will be in the top two bands in NAPLAN numeracy.	
<b>12 Month Target 1.6</b>	- In 2019, 75% of year 5 student will achieve high or medium relative learning gain in NAPLAN numeracy.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Build leadership capacity to within the school to drive school improvement.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Continue to develop a more rigorous and consistent analysis of data through restructuring the meeting schedule and staff professional learning.	Yes
<b>KIS 3</b> Curriculum planning and assessment	To incorporate speaking and listening and vocabulary teaching in to curriculum planning documents.	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.	Relevant to the 2018-2021 School Strategic Plan (SSP) goals, in 2018 we achieved the following: Year 3 NAPLAN Reading: Students performed significantly below the state despite upward trend over the previous four years. 9% of students were at or below the national minimum standard. NAPLAN Writing: Students performed slightly below the state despite upward trend over the previous four years. 13% of students were at the national minimum standard, 87% of students were above the national minimum standard. NAPLAN Mathematics: Students performed significantly below the state. Results have been on a declining trajectory in year 3.	

	<p>10% of students were at the national minimum standard.</p> <p>Year 5  NAPLAN Reading: 80% of students achieved medium-high relative growth. 100% of students were at or above the national minimum standard.  NAPLAN Writing: 87% of students achieved medium-high relative growth. 100% of students were at or above the national minimum standard.  NAPLAN Mathematics: 70% of students achieved medium-high relative growth. 13% of students were at or below the national minimum standard. Student performed slightly below the state however this has not been a trend over the previous four years.</p> <p>These results indicate that the investment we have recently made toward building leadership capacity in Literacy is beginning to create positive change.  The Eastbourne Primary School's Report (2018) indicates renewed effort is required in Mathematics. In 2019 we will focus on building leadership capacity to drive improvement in Numeracy using the same model we have used in Reading (in which we are in the Influence performance group).</p>	
<b>Goal 2</b>	To improve student engagement in their own learning.	
<b>12 Month Target 2.1</b>	- In 2019, students with more than 20 days absent will be reduced by an additional 2% from 2018.	
<b>12 Month Target 2.2</b>	- In 2019, 'students at this school treat teachers with respect' will increase to 70%.  - In 2019, 'students at this school treat others with respect' will increase to 60%.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Empowering students and building school pride	To develop student voice, leadership and agency across the school.	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	For students to believe that their peers respect teachers and other students	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.

The audit conducted through the Learning Lab initiative for Student Voice and Agency indicated that student reflection is an area requiring improvement.  
The 2018, student in years 4-6 were in the 60th percentile for attitudes towards student voice and agency.  
In 2019, 'Student Attitudes to School Survey' indicated students don't treat teachers or other students with respect. Students will be involved in develop action plans around

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student achievement and learning growth in Literacy and Numeracy.
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<b>12 Month Target 1.2</b>	- In 2019, we will maintain 85% of year 5 student achieving high or medium relative learning gain in NAPLAN reading.
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<b>12 Month Target 1.5</b>	- In 2019, at least 23% percent of year 5 student will be in the top two bands in NAPLAN numeracy.
<b>12 Month Target 1.6</b>	- In 2019, 75% of year 5 student will achieve high or medium relative learning gain in NAPLAN numeracy.
<b>KIS 1</b> Curriculum planning and assessment	Build leadership capacity to within the school to drive school improvement.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Appoint 2 Numeracy Specialists to drive mathematics across the school</li> <li>• Invest and develop middle leaders for Literacy - Speaking and Listening, Independent Reading and Vocabulary</li> <li>• Assistant Principal (Teacher and Learning) to drive and monitor teaching and learning in Professional Learning Teams (PLTS)</li> <li>• Strategic Team Leaders appointed to lead curriculum groups to action the activities/milestones of the AIP</li> </ul>
<b>Outcomes</b>	<p>Appoint 2 Numeracy Specialists to drive mathematics across the school</p> <ul style="list-style-type: none"> <li>• Invest and develop middle leaders for Literacy- Speaking and Listening, Independent Reading and Vocabulary</li> <li>• Assistant Principal (Teacher and Learning) to drive and monitor teaching and learning in Professional Learning Teams</li> </ul>

	(PLTS) <ul style="list-style-type: none"> <li>Strategic Team Leaders appointed to lead curriculum groups to action the activities/milestones of the AIP</li> </ul>			
<b>Success Indicators</b>	- Staff opinion survey: Collective Efficacy will be >80% (whole school) - Staff believe they have the skills, expertise and resources to successfully educate students			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>Numeracy leaders will deliver professional learning focused on high impact teaching strategies in Mathematics and other evidence based best practice</li> </ul>	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$90,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Use local data (February 2019) to identify students requiring Individual Learning Plans</li> </ul>	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>School Leaders will rigorously to monitor the school's progress against the goals of the strategic plan</li> </ul>	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Strategic Team leaders will lead fortnightly curriculum team meetings to drive the actions/milestones of the AIP</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>The Assistant Principal (Teaching and Learning) will attend weekly PLT meetings to lead targeted professional discussion using data.</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>The Assistant Principal (Teaching and Learning) will lead fortnightly teaching and learning meetings with PLT leaders.</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>The Assistant Principal (Teaching and Learning) will model exemplary practice in classrooms.</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>The Assistant Principal (Teaching and Learning) will provide ongoing feedback to staff about their practice through classroom observations, learning walks and reviews of professional learning plans</li> </ul>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Continue to develop a more rigorous and consistent analysis of data through restructuring the meeting schedule and staff professional learning.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Timetable Numeracy discussion in to all PLT meetings.</li> <li>- Change meeting schedule to place more emphasis on Teaching and Learning across the school</li> <li>- Develop teacher capacity and understanding of problem solving and challenging tasks through professional learning.</li> <li>- Develop consistent assessment</li> <li>- Using data – challenge/differentiate</li> </ul>			
<b>Outcomes</b>	Leaders will <ul style="list-style-type: none"> <li>- Employ 2, 0.5 Numeracy Specialists</li> </ul>			

	<ul style="list-style-type: none"> <li>- Leaders will facilitate peer observations</li> </ul> <p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Use consistent pre/post tests.</li> <li>- Engage in targeted professional discussion about Numeracy, using data.</li> <li>- Provide opportunities for students to engage with cognitively challenging tasks</li> <li>- Create planning documents that include 'goal setting', 'feedback and 'questioning'</li> <li>- Use a variety of learning and assessment strategies to scaffold and personalise the learning process</li> <li>- Provide students with specific strategies to set goals, and monitor and evaluate their learning progress</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- reflect on their learning processes, self-assess and acknowledge the impact of effort on achievement</li> <li>- actively seek out feedback because they value it as a way to improve understanding of how they learn</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Consistent pre/post tests used across the school</li> <li>- PLT meeting minutes</li> <li>- Planning Document</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>• Assist PLT leaders to ensure staff are planning using developmental progressions, assessment for learning, differentiation, developing data walls, feedback to students, visible learning and alignment to Vic Curriculum</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Ensuring professional learning team meetings are focused on researching, planning and reflecting on cognitively demanding tasks and authentic practise activities to build student engagement and deep understanding</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Set goals and develop action plans against Progress Tracker (February/November)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00



			to: Term 3	<input type="checkbox"/> Equity funding will be used
• Deliver professional learning focused on the use of 'goal setting', 'feedback and 'questioning' (HITS) in Numeracy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
• Peer observations focused on goal setting, feedback and questioning in Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
• Peer observations focused on observing Numeracy practice at higher levels	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
• Professional learning for staff on developing and using challenging tasks	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
• Develop action plans for students showing less than expected progress in Numeracy	<input checked="" type="checkbox"/> Numeracy Leader <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
• Staff develop a goal in their Professional Development Plan focused on Numeracy	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Curriculum planning and assessment	To incorporate speaking and listening and vocabulary teaching in to curriculum planning documents.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop teacher knowledge of vocabulary instruction</li> <li>- Develop teacher knowledge of independent reading</li> <li>- Develop teacher knowledge of speaking and listening instruction</li> </ul>			
<b>Outcomes</b>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Improve their knowledge of vocabulary instruction</li> <li>- Improve their knowledge of speaking and listening instruction</li> <li>- Incorporate vocabulary in curriculum planning documentation</li> <li>- Plan explicit opportunities for speaking and listening in curriculum plans</li> <li>- Use the language of the three vocabulary tiers in all learning areas</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Identify words within the categories of the three vocabulary tiers</li> <li>- Implement tier 2 vocabulary in speaking and writing</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Planning documents</li> <li>- Professional Learning is delivered to all staff.</li> <li>- Improved scores in vocabulary as per the EPS Writing Criterion Scale (March/November)</li> <li>- Speaking and listening assessment tool is developed</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
- Provide vocabulary professional development for all staff	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used

- Establish vocabulary goals using the EPS Criterion Scale in March and evaluate student growth in November	<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
- Staff develop one goal in their Professional Development Plan focused on vocabulary.	<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
Staff develop one goal in their Professional Development Plan focused on vocabulary.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
- Provide professional development on embedding speaking and listening in to everyday practice.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
- Create a whole school Speaking and Listening assessment tool	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student engagement in their own learning.			
<b>12 Month Target 2.1</b>	- In 2019, students with more than 20 days absent will be reduced by an additional 2% from 2018.			
<b>12 Month Target 2.2</b>	- In 2019, 'students at this school treat teachers with respect' will increase to 70%.			

	- In 2019, 'students at this school treat others with respect' will increase to 60%.			
<b>KIS 1</b> Empowering students and building school pride	To develop student voice, leadership and agency across the school.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop teacher understanding of the impact of reflect on learning</li> <li>- Develop teacher capacity to engage students in self-reflection.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Develop teacher understanding of the impact of reflect on learning</li> <li>- Develop teacher capacity to engage students in self-reflection.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Students with more than 20 days absent will be reduced by an additional 2% from 2018.</li> <li>- Planning documents</li> <li>- Pivot survey (years 3-6), feedback component.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
- Professional learning about reflection, delivered by Student Voice curriculum team	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	For students to believe that their peers respect teachers and other students			
<b>Actions</b>	- Develop consistency in student understanding of what respect looks like at Eastbourne Primary School			
<b>Outcomes</b>	Teachers will: <ul style="list-style-type: none"> <li>- Create classroom learning plans will explicitly address respect in the school community</li> <li>- Revisit the classroom learning plan in scheduled class meetings</li> </ul>			

	<ul style="list-style-type: none"> <li>- Document classroom time outs and student exits</li> <li>- Document students who have been removed from the yard.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Monitor their adherence to the classroom learning plan</li> <li>- Monitor their peers' adherence to the classroom learning plan and give feedback accordingly.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Year 4-6 Classroom learning plans will include students developing an action plan for when students are not respecting teachers or other students</li> <li>- Classroom time out and student exit data is collected and improved.</li> <li>- Time out data will be digitally record on a centralised database e.g. Compass</li> </ul> <p>AtoSS</p> <ul style="list-style-type: none"> <li>- Students believe their peers show respect towards their teachers will increase to 70%</li> <li>- Students believe their peers show respect towards each other will increase to 60%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
- Redevelop Infusion program to incorporate respect.	<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
- Social skills learning will address current issues within the school including, respect in the yard and respect in the classroom.	<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
- Induct staff on how to use Compass to record timeout and classroom exit data.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>- Evaluate timeout and classroom exit data on a weekly basis to establish trends problem areas and areas of improvement to be addressed through social skills learning.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$165,000.00	\$165,000.00
Additional Equity funding	\$170,000.00	\$170,000.00
<b>Grand Total</b>	<b>\$335,000.00</b>	<b>\$335,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
• Numeracy leaders will deliver professional learning focused on high impact teaching strategies in Mathematics and other evidence based best practice	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$90,000.00	\$90,000.00
- Provide vocabulary professional development for all staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
Staff develop one goal in their Professional Development Plan focused on vocabulary.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$50,000.00	\$50,000.00
- Provide professional development on embedding speaking and listening in to everyday practice.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00

<b>Totals</b>		\$165,000.00	\$165,000.00
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### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staffing for junior school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$120,000.00	\$120,000.00
Establish a sensory room	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Employ Occupational Therapists, Speech Therapists and Expressive Therapist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$45,000.00	\$45,000.00
<b>Totals</b>			\$170,000.00	\$170,000.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> <li>Numeracy leaders will deliver professional learning focused on high impact teaching strategies in Mathematics and other evidence based best practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> </ul>	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Deliver professional learning focused on the use of 'goal setting', 'feedback and 'questioning' (HITS) in Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> </ul>	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Professional learning for staff on developing and using challenging tasks</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> </ul>	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Staff develop a goal in their Professional Development Plan focused on Numeracy</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<input checked="" type="checkbox"/> On-site

- Provide vocabulary professional development for all staff	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Staff develop one goal in their Professional Development Plan focused on vocabulary.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff develop one goal in their Professional Development Plan focused on vocabulary.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Provide professional development on embedding speaking and listening in to everyday practice.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Professional learning about reflection, delivered by Student Voice curriculum team	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Induct staff on how to use Compass to record	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

timeout and classroom exit data.	<input checked="" type="checkbox"/> Leadership Team	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning			
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