

2019 Annual Implementation Plan

for improving student outcomes

Essendon Primary School (0483)



Submitted for review by Christine Nash (School Principal) on 30 January, 2019 at 06:47 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 01 February, 2019 at 09:50 PM
Endorsed by Ava Adams (School Council President) on 08 February, 2019 at 05:31 PM

Self-evaluation Summary - 2019

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

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

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

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To develop curious, creative and critical thinking in student learners.	Yes	By 2022, the school will achieve embedding (or higher) status in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum.	Achieve 'evolving working towards embedding' in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum.
		By 2022, improve positive student percentage response in the factor <i>stimulating learning and student Voice and agency</i> to 80% as measured in the Attitude to School Survey	Improve the positive student percentage response in the factor stimulating learning and student Voice and agency to 65% as measured in the Attitude to School Survey.
To improve the growth and achievement for all students in literacy and numeracy.	Yes	To achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.	Achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.
		By 2022, to improve the percentage of students achieving year 3 - 5 high relative growth to 40% and reduce the low growth percentage to 15% in reading, writing and numeracy.	Improve the percentage of students achieving year 3 - 5 high relative growth to 40% and reduce the low growth percentage to 15% in reading, writing and numeracy.

		By 2022, improve the percentage of student achievement in top two bands in reading to 80%, writing to 70% and numeracy to 70%.	Improve the percentage of student achievement in top two bands in reading to 75%, numeracy to 65% and writing to 65% in Year 3 & 40% in Year 5
		By 2022 achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy 	Achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy

Goal 1	To develop curious, creative and critical thinking in student learners.	
12 Month Target 1.1	Achieve 'evolving working towards embedding' in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum.	
12 Month Target 1.2	Improve the positive student percentage response in the factor stimulating learning and student Voice and agency to 65% as measured in the Attitude to School Survey.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to understand the Victorian Curriculum capabilities, integrate across the curriculum and embed in teaching and learning practice.	Yes
KIS 2 Evaluating impact on learning	Investigate and implement an appropriate model of inquiry.	Yes
KIS 3	Build teacher capability to empower student agency for learners.	No

Empowering students and building school pride		
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 review process was rigorous and helped to identify the right areas of focus for the next strategic period. Through fieldwork activities, survey responses and classroom observations it was apparent that there were varying levels of understanding of the school's vision to develop creative, curious and critical thinking in student learners, of students' perception of themselves as learners and its realisation through a deep inquiry-based learning approach. The panel agreed that future consideration could target deeper levels of inquiry, and that greater student ownership of learning be developed. In Term 4, as a result of the outcome of the Review process time was spent with staff to unpack the Vision, Mission and Objectives statement and to identify priority areas for the 2019 AIP.	
Goal 2	To improve the growth and achievement for all students in literacy and numeracy.	
12 Month Target 2.1	Achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.	
12 Month Target 2.2	Improve the percentage of students achieving year 3 - 5 high relative growth to 40% and reduce the low growth percentage to 15% in reading, writing and numeracy.	
12 Month Target 2.3	Improve the percentage of student achievement in top two bands in reading to 75%, numeracy to 65% and writing to 65% in Year 3 & 40% in Year 5	
12 Month Target 2.4	Achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Enhance the use of the guaranteed and viable curriculum.	No
KIS 2 Empowering students and building school pride	Build teacher capability to empower student agency as learners.	Yes

KIS 3 Building practice excellence	Enhance the current instructional model and embed in teaching and 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.	Through student focus groups, during the review process, the panel observed some inconsistent practices in activating student voice and agency observed in classroom practice and through teacher and student interviews. Student agency continued to be a focus for development, and evidence indicated that there were increasing opportunities for student voice, agency and leadership. Choice was available through the selection of topics and some learning tasks. Student understanding of learning progression needed to develop further to support student agency. This included developing teacher and student capability in understanding of students as learners, and developing greater student voice and agency. In Term 4, as a result of the outcome of the Review process time was spent with staff to unpack the Vision, Mission and Objectives statement and to identify priority areas for the 2019 AIP.	

Define Actions, Outcomes and Activities

Goal 1	To develop curious, creative and critical thinking in student learners.
12 Month Target 1.1	Achieve 'evolving working towards embedding' in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum.
12 Month Target 1.2	Improve the positive student percentage response in the factor stimulating learning and student Voice and agency to 65% as measured in the Attitude to School Survey.
KIS 1 Curriculum planning and assessment	Build teacher capacity to understand the Victorian Curriculum capabilities, integrate across the curriculum and embed in teaching and learning practice.
Actions	<ul style="list-style-type: none"> * Explore and unpack a range of resources to identify evidence based best practice to develop Creative Critical Thinking skills. * Explore Values Education and Children's Philosophy and identify how to embed across the curriculum. * Develop a Creative Critical Thinking Continuum of Learning (Scope and Sequence) using 'I Can Statements' based on the Victorian Curriculum standards from Foundation to Year 8. * Develop an Ethical Capability Continuum of Learning (Scope and Sequence) using 'I Can Statements' based on the Victorian Curriculum standards from Foundation to Year 8. * Develop and bank of lessons to explicitly teach critical thinking skills particularly questioning, reasoning and problem solving * Investigate and implement a suitable Creative & Critical Thinking assessment tool to track and monitor student growth and development in applying thinking skills.
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - reflect critically on the strategies used to complete tasks and to articulate which learning strategies are most effective - develop their ability to work independently and to have input in the inquiry cycle - use a range of thinking tools and strategies - ask questions and contribute regularly to the Wondering Walls. - generate original ideas, explanations, solutions, responses, and findings. <p>Teachers will</p> <ul style="list-style-type: none"> - provide work that has depth and regularly goes beyond the level of knowledge/skill building. - challenge students by pushing their thinking in new directions or asking them to reexamine ideas or beliefs. - provide lessons and student work that is intellectually challenging and engaging.

	<p>Leaders will</p> <ul style="list-style-type: none"> - provide professional learning on Creative Critical Thinking capabilities and resources - support staff through professional learning and coaching conversations to deepen their understanding of thinking tools and strategies. - refine and embed a culture of thinking. - observe consistent practices in thinking tools and strategies and provide coaching and mentoring 			
Success Indicators	<ul style="list-style-type: none"> * Improved positive student percentage response in the factor stimulating learning to 65% as measured in the Attitude to School Survey. * Creative Critical Thinking Continuum of Learning (Scope and Sequence) documented * Ethical Capability Continuum of Learning (Scope and Sequence) documented * A suitable Creative & Critical Thinking assessment tool implemented to gain bench mark data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Explore and unpack a range of resources to identify evidence based best practice to develop Creative Critical Thinking skills. For example Victorian Curriculum Standards, New Pedagogies for Deep Learning resources and particularly Deep Learning Competencies, Habits of Mind, Marzano's High Yield Strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning and coaching on the High Impact Teaching Strategies, particularly questioning, collaborative learning and meta-cognitive strategies. * Whole staff professional learning sessions * Learning walks to identify effective practice and determine next steps * Peer observations * Professional reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Develop a Creative Critical Thinking Continuum of Learning (Scope and Sequence) using 'I Can Statements' based on the Victorian Curriculum standards from Foundation to Year 8.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00

				<input type="checkbox"/> Equity funding will be used
Develop an Ethical Capability Continuum of Learning (Scope and Sequence) using 'I Can Statements' based on the Victorian Curriculum standards from Foundation to Year 8.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Investigate and implement a suitable Creative & Critical Thinking assessment tool to track and monitor student growth and development in applying thinking skills.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Investigate and implement an appropriate model of inquiry.			
Actions	<ul style="list-style-type: none"> * Investigate a range of approaches to Inquiry Based learning to determine best elements to include in the EPS Inquiry Model and document as the EPS Inquiry Learning Policy * 2 year Program of Inquiry developed and documented using wonderings collected from Foundation to Year 6 students * Identify and document transferable skills required support independence, Inquiry learning and student agency * Review and update Inquiry Learning Planning proforma * Establish active Wondering Walls in each teaching space across the school and promote investigations of student wonderings * Students given increase opportunities to have input into the inquiry process, purposeful actions and assessment 			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - develop their ability to work independently and to have input in the inquiry cycle - ask questions and contribute regularly to the Wondering Walls. - have a clear understanding of the Inquiry process and opportunities for taking action that makes a difference - develop the skills to be able to work independently on investigating their wonderings - have greater voice in the learning process through negotiation and collaborative decision making; and increasing the use of peer / self-assessment; and student reflection and feedback. <p>Teachers will</p> <ul style="list-style-type: none"> - adopt a practical approach to Inquiry curriculum planning. 			

	<ul style="list-style-type: none"> - stimulate learning motivation through effective differentiation and choice. - provide students with opportunities and voice in their learning in order to increase responsibility for their own learning and engaging them more deeply in their learning. <p>Leaders will</p> <ul style="list-style-type: none"> - provide opportunities for students to take authentic actions based on their Inquiries - participate in Inquiry PLT weekly meetings. - support staff through professional learning and coaching conversations to deepen their understanding of Inquiry Based Learning. - refine and embed a consistent understanding and whole school approach to enable student voice in all learning opportunities. - facilitate and support collaborative practices across the school 			
Success Indicators	<ul style="list-style-type: none"> * EPS Inquiry Learning Policy * A new 2 year Program of Inquiry documented * Updated Inquiry Learning Planning proforma * Wondering Walls implemented in each learning space 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate a range of approaches to Inquiry Based learning to determine best elements to include in the EPS Inquiry Model and document as the EPS Inquiry Learning Policy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
2 year Program of Inquiry developed and documented using wonderings collected from Foundation to Year 6 students and that addresses the reporting and assessment requirements of DET and the Victorian Curriculum.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Identify and document transferable skills required to support students to actively participate in the Inquiry process, work independently and take action.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$5,000.00

	<input checked="" type="checkbox"/> PLT Leaders		to: Term 2	<input type="checkbox"/> Equity funding will be used
Review and update Inquiry Learning Planning proforma that addresses and documents all significant elements, transferrable skills and capabilities.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Establish active Wondering Walls in each teaching space across the school and promote investigations of student wonderings	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve the growth and achievement for all students in literacy and numeracy.			
12 Month Target 2.1	Achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.			
12 Month Target 2.2	Improve the percentage of students achieving year 3 - 5 high relative growth to 40% and reduce the low growth percentage to 15% in reading, writing and numeracy.			
12 Month Target 2.3	Improve the percentage of student achievement in top two bands in reading to 75%, numeracy to 65% and writing to 65% in Year 3 & 40% in Year 5			
12 Month Target 2.4	Achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy 			
KIS 1 Empowering students and building school pride	Build teacher capability to empower student agency as learners.			

Actions	<ul style="list-style-type: none"> * Provide professional learning and coaching on strategies identified to support student agency * Provide professional learning on the use of student self assessment tools eg Learning ladders and WAGOLs (What a Good One Looks Like) are displayed in classrooms * Elective workshops offered to students based on identified learning needs * Implement and support a range of student leadership positions (SRC, JRC, Library Monitors, Learning Journalists, Sports Journalists, Green Team, Artist in School and ICT Experts) * Schedule regular, purposeful learning walks to identify the implementation and development of effective student voice and agency practices. * Monitor and seek frequent student feedback around student engagement, student voice and student agency
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - use success criteria and writing assessments as part of the writing process - articulate future learning goals to improve their writing - effectively articulate how they have successfully achieved them - discuss their progress during conferencing and explain how this supports their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - continue to build knowledge and use of HITS, particularly lesson structure and feedback - continue to build understanding of the purpose of goal setting and reflection and the relationship these have with feedback across all areas of the curriculum - promote opportunities for independent learning - seek increased feedback from students in relation to their learning <p>Leaders will:</p> <ul style="list-style-type: none"> - facilitate and support collaborative practices across the school - provide professional learning in relation to Student Voice and Student Agency - promote discussion about the relative success of interventions and practices - seek feedback from students through various forums - assemblies, class meeting, student leader forums
Success Indicators	<ul style="list-style-type: none"> * Achieve 'evolving working towards embedding' in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum. * Improve the positive student percentage response in the factor stimulating learning and student Voice and agency to 65% as measured in the Attitude to School Survey. * Evidence of students given opportunities to understand and identify next learning steps and select their own personal learning goals * Evidence of students given opportunities to identify and choose learning activities based on agreed personal goals.

* Teachers support students to actively engage with their learning goals and to plan, monitor and evaluate their own learning during student conferences

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to provide professional learning to establish a common understand of the difference between student voice and student agency and strategies to best develop these with reference to the 'DET Amplify' document. Targeted professional learning and coaching around HITS that promote learner agency (Questioning, Feedback, Goal setting)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning in relation to further developing student agency through goal setting, success criteria and student self-assessment tools. Build student self- assessment tools- e.g. Learning ladders, Rubrics, annotated WAGOLs (What a Good One Looks Like) for display in learning spaces.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Implement and support a range of student leadership positions (SRC, JRC, School/ House Captains, Library Monitors, Learning Journalists, Sports Journalists, Green Team, Artist in School and ICT Experts). Provide responsibility opportunities for students by creating further roles and job descriptions within learning areas.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Schedule regular, purposeful learning walks to identify the implementation and development of effective student voice and agency practices.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00 <input type="checkbox"/> Equity funding will be used

<p>Monitor and seek frequent student feedback around student engagement, student voice and student agency through student reflections, student surveys and asking students during learning walks.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Enhance the current instructional model and embed in teaching and learning			
Actions	<ul style="list-style-type: none"> * Strengthen the implementation of the Writers Workshop model across the school * Provide professional learning and coaching on the Writers Workshop model and evidence based writing instructional practices (vocabulary, etymology, grammar and sentence structure etc) * Provide professional learning and coaching on the High Impact Teaching Strategies, particularly lesson structure and feedback. * Utilise the Essendon Primary School PLC model to strategically implement the Writers Workshop and focus on the effective elements to improve writing * Create and monitor authentic writing opportunities * Implement the Macqlit Intervention Synthetic Phonics Program * Audit and review the Writing Scope and Sequence and relevant writing 'I can statements' Foundation to Year 8. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - actively participate in Writers Workshop a minimum of four days per week - provide and seek feedback in relation to writing from their peers and teacher - complete writing for a range of purposes - demonstrate greater capacity to improve their writing independently - demonstrate improved student achievement in writing <p>Teachers will:</p> <ul style="list-style-type: none"> - continue to build knowledge and use of HITS - use the school's scope and sequence documentation to plan for effective writing lessons - implement the Essendon Primary School Writers Workshop instructional model - continue to use school wide agreed practices linked to the Writers Workshop: common assessments, annotated WAGOLL (What a Good One Looks Like) displays in classrooms, author studies, vocabulary and language development <p>Leaders will:</p> <ul style="list-style-type: none"> - support staff through professional learning and coaching conversations to deepen their understanding of the Writers Workshop - facilitate and support collaborative practices across the school 			

	<ul style="list-style-type: none"> - ensure all staff adopt elements of the Writer's Workshp model and HITs trial these in their classrooms - observe consistent practices in writing and provide coaching and mentoring 			
Success Indicators	<ul style="list-style-type: none"> * Achieve one year's growth annually in writing as measured by Victorian Curriculum teacher judgements, for all students deemed capable. * Improve the percentage of students achieving high relative growth for writing to 40% and reduce the low growth to 15%. * Improve student achievement in the top two bands in writing to 65% in Year 3 & 40% in Year 5 * MacqLit Intervention program successfully implemented. * Writer's Workshop model embedded across the school. * Updated Writing Scope and Sequence and relevant writing 'I can statements' 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional learning and coaching on the Writers Workshop model and evidence based writing instructional practices (vocabulary, etymology, grammar and sentence structure etc) <ul style="list-style-type: none"> * Whole staff professional learning sessions * Learning walks to identify effective practice and determine next steps * Peer observations * Weekly SOL PLC meetings * Professional reading 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning and coaching on the High Impact Teaching Strategies, particularly lesson structure and feedback. <ul style="list-style-type: none"> * Whole staff professional learning sessions * Learning walks to identify effective practice and determine next steps * Peer observations * Professional reading 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Utilise the Essendon Primary School PLC model to strategically implement the Writers Workshop and focus on the effective elements to improve writing.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

<p>Student Outcome Leaders of the PLC will work with their Year Level Teams to:</p> <ul style="list-style-type: none"> * implement an inquiry approach to improving writing assessment, use of writing data and ways to provide feedback to students about their writing. • research writing assessment tools and strategies, data tools and feedback practices and identify how they can best be used to inform writing planning to differentiate teaching and personalised learning for each student in writing. • trial assessment, data and lessons and with their teams and evaluate their effectiveness. • support level team members to implement effective assessment, data and feedback practices in writing. • work collaboratively to implement student agency in writing. • professionally develop staff to improve their knowledge in vocabulary, etymology, grammar and sentence structure • assist teams to embed the 6 week writing cycle. 	<input checked="" type="checkbox"/> PLC Leaders		to: Term 3	<input type="checkbox"/> Equity funding will be used
<p>Implement the Macqlit Intervention Synthetic Phonics Program. A Literacy Support Program to support targeted teaching opportunities for students who are experiencing challenges with their learning.</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Audit and review the Writing Scope and Sequence and relevant writing 'I can statements' Foundation to Year 8.</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Teachers released to allow time for Peer Observations and follow-up coaching conversations. Peer observations in writing lessons to observe effective use of the High Yield Strategies and HITS in lessons identified through the Professional Learning Inquiry Cycle.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$45,000.00	\$45,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$45,000.00	\$45,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement the Macqlit Intervention Synthetic Phonics Program. A Literacy Support Program to support targeted teaching opportunities for students who are experiencing challenges with their learning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$45,000.00	\$45,000.00
Totals			\$45,000.00	\$45,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Explore and unpack a range of resources to identify evidence based best practice to develop Creative Critical Thinking skills. For example Victorian Curriculum Standards, New Pedagogies for Deep Learning resources and particularly Deep Learning Competencies, Habits of Mind, Marzano's High Yield Strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Provide professional learning and coaching on the High Impact Teaching Strategies, particularly questioning, collaborative learning and meta-cognitive strategies. * Whole staff professional learning sessions * Learning walks to identify effective practice and determine next steps * Peer observations * Professional reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Develop a Creative Critical Thinking Continuum of Learning (Scope and Sequence) using 'I Can	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Statements' based on the Victorian Curriculum standards from Foundation to Year 8.						
Develop an Ethical Capability Continuum of Learning (Scope and Sequence) using 'I Can Statements' based on the Victorian Curriculum standards from Foundation to Year 8.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Investigate a range of approaches to Inquiry Based learning to determine best elements to include in the EPS Inquiry Model and document as the EPS Inquiry Learning Policy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
2 year Program of Inquiry developed and documented using wonderings collected from Foundation to Year 6 students and that addresses the reporting and assessment requirements of DET and the Victorian Curriculum.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Identify and document transferable skills required to support students to actively	<input checked="" type="checkbox"/> Leadership Team	from: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

participate in the Inquiry process, work independently and take action.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	to: Term 2	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist	
Continue to provide professional learning to establish a common understand of the difference between student voice and student agency and strategies to best develop these with reference to the 'DET Amplify' document. Targeted professional learning and coaching around HITS that promote learner agency (Questioning, Feedback, Goal setting)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional learning in relation to further developing student agency through goal setting, success criteria and student self- assessment tools. Build student self- assessment tools- e.g. Learning ladders, Rubrics, annotated WAGOLs (What a Good One Looks Like) for display in learning spaces.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

<p>Provide professional learning and coaching on the Writers Workshop model and evidence based writing instructional practices (vocabulary, etymology, grammar and sentence structure etc) * Whole staff professional learning sessions * Learning walks to identify effective practice and determine next steps * Peer observations * Weekly SOL PLC meetings * Professional reading</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Provide professional learning and coaching on the High Impact Teaching Strategies, particularly lesson structure and feedback. * Whole staff professional learning sessions * Learning walks to identify effective practice and determine next steps * Peer observations * Professional reading</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Utilise the Essendon Primary School PLC model to strategically implement the Writers Workshop and focus on the effective elements to improve writing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Student Outcome Leaders of the PLC will work with their Year Level Teams to:</p> <ul style="list-style-type: none"> * implement an inquiry approach to improving writing assessment, use of writing data and ways to provide feedback to students about their writing. • research writing assessment tools and strategies, data tools and feedback practices and identify how they can best be used to inform writing planning to differentiate teaching and personalised learning for each student in writing. • trial assessment, data and lessons and with their teams and evaluate their effectiveness. • support level team members to implement effective assessment, data and feedback practices in writing. • work collaboratively to implement student agency in writing. • professionally develop staff to improve their knowledge in vocabulary, etymology, grammar and sentence structure • assist teams to embed the 6 	<p><input checked="" type="checkbox"/> PLC Leaders</p>		<p><input checked="" type="checkbox"/> Formalised PLC/PLTs</p>			
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week writing cycle.						
Audit and review the Writing Scope and Sequence and relevant writing 'I can statements' Foundation to Year 8.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site