

2019 Annual Implementation Plan

for improving student outcomes

Essendon North Primary School (4015)



Submitted for review by Kate Barletta (School Principal) on 15 March, 2019 at 01:54 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 19 March, 2019 at 03:31 AM
Awaiting endorsement by School Council President

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	Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

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

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

Enter your reflective comments	<p>In 2018, our school focused on stretching and extending the learning opportunities and outcomes for all students in reading, writing and mathematics. This saw the establishment of vertical planning teams in these three priority for staff. The vertical planning teams were responsible for developing consistent pedagogical practices horizontally and vertically (F-6) in Reading, Writing and Mathematics incorporating learner agency, effective differentiation, and high impact teaching strategies through an inquiry model as an IB PYP school. This work strategically aligned with the principle of Excellence in teaching and learning and the subsequent four FISO dimensions. Our school was involved in the Victorian DET's School Improvement Partnership (SIP) Program as a supportive, responsive and collaborative approach to school improvement. We have partnered with the Alamanda College leadership team during 2018. This partnership was an opportunity to maximise the potential through the alignment and innovative use of resources at ENPS. We worked alongside the partner school on a problem of practice using the the Framework for Improving Student Outcomes (FISO) Improvement Cycle as an inquiry methodology. The outcome of this focus supported collaborative learning, the consolidation of middle leadership and the appointment of Literacy Leaders and Learning Specialists.</p>
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Considerations for 2019	The extension of middle level leadership to further the implementation of a team approach. The 2019 year will provide an opportunity to review the multiple 2018 AIP focus teams and further investigate and explore the components of an instructional model for teaching and learning and curriculum documentation. It is a year of review and all staff will work together to consolidate these practices, with a core focus on writing.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To improve student learning growth and achievement in writing.</p>
<p>Target 1.1</p>	<p><u>Teacher Judgments:</u></p> <p>Tracking 2018 Year 1 – Yr 4 student growth in writing, over the next 4 years we expect to maintain at least 40% percentage of students working above (or more) expected level by the end of Year 5.</p> <p>To reduce the percentage of students working at or below expected level – Maintain 90% or above will be working at or above the expected standard in writing based on Teacher judgement data.</p> <p><u>Extension (6 months or more) Data (data mid year, but target is end of year- needs to be adjusted)</u></p> <p>2018 : F 58% (2019 Yr 1: 50%, 2020 Yr 2: 45%, 2021 Yr 3: 40%, 2022 Yr 4: 35%, 2023 Yr 5 35% 2024 Yr 6 30%)</p> <p>2018: Yr 1 47.62% (2019 Yr 2: 45%, 2020 Yr 3: 40%, 2021 Yr 4: 35%, 2021 Yr 5: 35% 2022 Yr 6: 30%)</p> <p>2018: Yr 2 43.81% (2019 Yr 3: 40%, 2020 Yr 4: 35%, 2021 Yr 5: 35%, 2022 Yr 6: 30%)</p> <p>2018: Yr 3 32.96% (2019 Yr 4: 35%, 2020 Yr 5: 35%, 2021 Yr 6: 30%)</p> <p>2018: Yr 4 31.58% (2019 Yr 5: 35%, 2020 Yr 6: 30%)</p> <p>2018: Yr 5 34.00% (2019 Yr 6: 35%)</p> <p><u>DET Spread Data (data mid year, but target is end of year)</u> *note- less total number of students due to EAL reporting</p>

2018 Above expected level- 253 (38.86%)

2018 At expected level (including 6mths below) - 365 (56.06%)

2018 Below expected level (12 mths below)- 33 (5.07%)

To reduce the percentage of students working at or below expected level – Maintain 90% or above will be working at or above the expected standard in writing based on Teacher judgement data.

In Writing, the overarching 2015-2018 ENPS Strategic Plan goal was to ensure 90% of students in Years One, Three and Five were working at or above the expect level based on teacher judgements against the curriculum framework. In Year One the 2015 data indicates that 89.23% of students were working at or above the expected level, in 2016 79.71% of Year One Students were at or above the expected level, in 2017 80.62% of Year One Students were at or above the expected level and in 2018 79.75% of Year One Students were at or above the expected level.

The Year Three 2015 cohort data indicates that 77.83% of students were working at or above the expected level in Writing, in 2016 61.44% of Year Three Students were at or above the expected level, in 2017 66.25% of Year Three Students were at or above the expected level and in 2018 70% of Year Three Students were at or above the expected level.

The Year Five 2015 cohort data indicates that 68.23% of students were working at or above the expected level in Writing, in 2016 64.18% of Year Five Students were at or above the expected level, in 2017 54.16% of Year Five Students were at or above the expected level and in 2018 69.69% of Year Five Students were at or above the expected level.

Currently 56% of our F-6 students are working at DET expected level (including working at 6 months below) - target to decrease to 50% (45% in 4 years), which means the 6% will move to working above level which will move from 39% to 45% in 2019. (Equates to moving aprox 42 students from at to above expected level)

<p>Target 1.2</p>	<p>NAPLAN</p> <p>To increase the percentage of students in Year 5 working in the top two bands of NAPLAN from 32.3% in 2018 to 35% in 2019 (based on Year 5 Trend data and cohort data which was 75% working in the top two bands in Yr 3 2017)</p> <p>Possible New Strat Plan goal - to retain the percentage of students in writing working in the top two bands from Yr 3 to Yr 5 (according to trend data - trend indicates a 50% decrease currently over the past 5 years)</p>
<p>Target 1.3</p>	<p>Staff Opinion Survey:</p> <p>To improve School Climate- Academic Emphasis - to be above 60.3</p> <p>Guaranteed and Viable Curriculum – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Use Pedagogical model – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Feedback to improve practice – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Professional learning through peer observation – to be above the 75th percentile (to be at same for all other schools- 2018 approx 60th percentile)</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Consolidate the whole school approach to the teaching and learning of writing.</p>

Key Improvement Strategy 1.b Building practice excellence	Explore and consolidate the development of curriculum documentation in writing.
Key Improvement Strategy 1.c Building leadership teams	Investigate the development of an Essendon North Primary School Instructional Model
Key Improvement Strategy 1.d Curriculum planning and assessment	Documented scope and sequence in Literacy and Mathematics, aligned with the IB PYP Programme of Inquiry, by the end of 2022 (vertical and horizontal).
Goal 2	To improve student learning growth and achievement in Mathematics.
Target 2.1	<p><u>Teacher Judgments:</u></p> <p>Star Plan Target:</p> <p>Tracking 2018 Year 1 – Yr 4 student growth in number and algebra, over the next 4 years we expect to maintain at least 35% percentage of students working 6 months above (or more) expected level by the end of Year 5.</p> <p><u>Extension (6 months or more) Data (data mid year, but target is end of year- needs to be adjusted)</u></p> <p>2018 : F 71.71% (2019 Yr 1: 60%, 2020 Yr 2: 60%, 2021 Yr 3: 60%, 2022 Yr 4: 60%, 2023 Yr 5 60% 2024 Yr 6 60%)</p> <p>2018: Yr 1 48.88% (2019 Yr 2: 50%, 2020 Yr 3: 50%, 2021 Yr 4: 50%, 2021 Yr 5: 50% 2022 Yr 6: 50%)</p> <p>2018: Yr 2 53.15% (2019 Yr 3: 55%, 2020 Yr 4: 50%, 2021 Yr 5: 50%, 2022 Yr 6: 50%)</p> <p>2018: Yr 3 37.23% (2019 Yr 4: 40%, 2020 Yr 5: 40%, 2021 Yr 6: 40%)</p> <p>2018: Yr 4 40% (2019 Yr 5: 45%, 2020 Yr 6: 45%)</p> <p>2018: Yr 5 49.50% (2019 Yr 6: 50%)</p>

	<p><u>DET Spread Data (data mid year, but target is end of year)</u></p> <p>2018 Above expected level- 326 (47.87%)</p> <p>2018 At expected level (including 6 mths below)- 312 (45.82%)</p> <p>2018 Below expected level (12 mths or more below)- 43 (6.32%)</p> <p>To reduce the percentage of students working at or below expected level – Maintain 90% or above will be working at or above the expected standard in number and algebra, based on Teacher judgement data.</p>
<p>Target 2.2</p>	<p>NAPLAN</p> <p>To increase the percentage of students in Year 5 working in the top two bands of NAPLAN from 42% in 2018 to 45% in 2019 (based on Year 5 Trend data and cohort data which was 44% working in the top two bands in Yr 3 2017)</p> <p>To increase the percentage of students making medium/high growth (87.23% in 2018) to 90% in 2019.</p> <p>Start Plan- To maintain an incline in the percentage of students achieving medium/high growth from Yr 3 to Yr 5 in Numeracy.</p>
<p>Target 2.3</p>	<p>Staff Opinion Survey:</p> <p>Guaranteed and Viable Curriculum – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p>

	<p>Pedagogical model – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Feedback to improve practice – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Professional learning through peer observation – to be above the 75th percentile (to be at same for all other schools- 2018 approx 60th percentile)</p>
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Learning specialist role Use of trend data for NAPLAN Use of NAPLAN Writing guide and development of writing rubrics Use of the Literacy Portal Modelling of best practice of the writing workshop, conferencing with writers and feedback to students</p>
<p>Key Improvement Strategy 2.b Building practice excellence</p>	<p>Coaching model Use of trend data for NAPLAN Use of NAPLAN Writing guide and development of writing rubrics Use of the Literacy Portal</p>
<p>Key Improvement Strategy 2.c Building leadership teams</p>	<p>PLC model- To embed a practice of effective professional learning communities. Use of trend data for NAPLAN Use of NAPLAN Writing guide and development of writing rubrics Use of NAPLAN writing analysis Use of the Literacy Portal Writing moderation Literacy progression learning documents</p>
<p>Key Improvement Strategy 2.d Curriculum planning and assessment</p>	<p>Documented scope and sequence in Literacy and Mathematics, aligned with the IB PYP Programme of Inquiry, by the end of 2022 (vertical and horizontal). Implementation of a coaching and peer observation model.,</p>

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 learning growth and achievement in writing.	Yes	<p><u>Teacher Judgments:</u></p> <p>Tracking 2018 Year 1 – Yr 4 student growth in writing, over the next 4 years we expect to maintain at least 40% percentage of students working above (or more) expected level by the end of Year 5.</p> <p>To reduce the percentage of students working at or below expected level – Maintain 90% or above will be working at or above the expected standard in writing based on Teacher judgement data.</p> <p><u>Extension (6 months or more) Data (data mid year, but target is end of year- needs to be adjusted)</u></p> <p>2018 : F 58% (2019 Yr 1: 50%, 2020 Yr 2: 45%, 2021 Yr 3: 40%, 2022 Yr 4: 35%, 2023 Yr 5 35% 2024 Yr 6 30%)</p> <p>2018: Yr 1 47.62% (2019 Yr 2: 45%, 2020 Yr 3: 40%, 2021 Yr 4: 35%, 2021 Yr 5: 35% 2022 Yr 6: 30%)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To decrease of our F-6 students are working at DET expected level to 50% (45% in 4 years), which means the 6% will move to working above level which will move from 39% to 45% in 2019. (Equates to moving approx 42 students from at to above expected level)</p>

	<p>2018: Yr 2 43.81% (2019 Yr 3: 40%, 2020 Yr 4: 35%, 2021 Yr 5: 35%, 2022 Yr 6: 30%)</p> <p>2018: Yr 3 32.96% (2019 Yr 4: 35%, 2020 Yr 5: 35%, 2021 Yr 6: 30%)</p> <p>2018: Yr 4 31.58% (2019 Yr 5: 35%, 2020 Yr 6: 30%)</p> <p>2018: Yr 5 34.00% (2019 Yr 6: 35%)</p> <p>DET Spread Data (data mid year, but target is end of year) *note- less total number of students due to EAL reporting</p> <p>2018 Above expected level- 253 (38.86%)</p> <p>2018 At expected level (including 6mths below) - 365 (56.06%)</p> <p>2018 Below expected level (12 mths below)- 33 (5.07%)</p> <p>To reduce the percentage of students working at or below expected level – Maintain 90% or above will be working at or above the expected standard in writing based on Teacher judgement data.</p> <p>In Writing, the overarching 2015-2018 ENPS Strategic Plan goal was to ensure 90% of students in Years One, Three and Five were working at or above the expect level based on teacher judgements against the curriculum framework. In Year One the 2015 data indicates that 89.23% of students</p>	
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<p>To improve student learning growth and achievement in Mathematics.</p>	<p>No</p>	<p><u>Teacher Judgments:</u></p> <p>Star Plan Target:</p> <p>Tracking 2018 Year 1 – Yr 4 student growth in number and algebra, over the next 4 years we expect to maintain at least 35% percentage of students working 6 months above (or more) expected level by the end of Year 5.</p> <p><u>Extension (6 months or more) Data (data mid year, but target is end of year- needs to be adjusted)</u></p> <p>2018 : F 71.71% (2019 Yr 1: 60%, 2020 Yr 2: 60%, 2021 Yr 3: 60%, 2022 Yr 4: 60%, 2023 Yr 5 60% 2024 Yr 6 60%)</p> <p>2018: Yr 1 48.88% (2019 Yr 2: 50%, 2020 Yr 3: 50%, 2021 Yr 4: 50%, 2021 Yr 5: 50% 2022 Yr 6: 50%)</p> <p>2018: Yr 2 53.15% (2019 Yr 3: 55%, 2020 Yr 4: 50%, 2021 Yr 5: 50%, 2022 Yr 6: 50%)</p> <p>2018: Yr 3 37.23% (2019 Yr 4: 40%, 2020 Yr 5: 40%, 2021 Yr 6: 40%)</p> <p>2018: Yr 4 40% (2019 Yr 5: 45%, 2020 Yr 6: 45%)</p> <p>2018: Yr 5 49.50% (2019 Yr 6: 50%)</p> <p><u>DET Spread Data (data mid year, but target is end of year)</u></p> <p>2018 Above expected level- 326 (47.87%)</p>	
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		<p>Staff Opinion Survey:</p>	

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Goal 1	To improve student learning growth and achievement in writing.
12 Month Target 1.1	To decrease of our F-6 students are working at DET expected level to 50% (45% in 4 years), which means the 6% will move to working above level which will move from 39% to 45% in 2019. (Equates to moving approx 42 students from at to above expected level)
12 Month Target 1.2	<p>NAPLAN</p> <p>To increase the percentage of students in Year 5 working in the top two bands of NAPLAN from 32.3% in 2018 to 35% in 2019 (based on Year 5 Trend data and cohort data which was 75% working in the top two bands in Yr 3 2017)</p>

	Strat Plan goal - to decrease the percentage decline from the top two bands from Yr 3 to Yr 5 (according to trend data - trend indicates a 50% decrease currently over the past 5 years)	
12 Month Target 1.3	<p>Staff Opinion Survey:</p> <p>Guaranteed and Viable Curriculum – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Pedagogical model – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Feedback to improve practice – to be above the 80th percentile (to be at same for all other schools- 2018 approx 70th percentile)</p> <p>Professional learning through peer observation – to be above the 75th percentile (to be at same for all other schools- 2018 approx 60th percentile)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Consolidate the whole school approach to the teaching and learning of writing.	Yes
KIS 2 Building practice excellence	Explore and consolidate the development of curriculum documentation in writing.	Yes
KIS 3 Building leadership teams	Investigate the development of an Essendon North Primary School Instructional Model	Yes
KIS 4 Curriculum planning and assessment	Documented scope and sequence in Literacy and Mathematics, aligned with the IB PYP Programme of Inquiry, by the end of 2022 (vertical and horizontal).	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.

In line with the DET Literacy and Numeracy Strategy, the assignment of a Literacy Specialist for 2019 and continuing the impetus created from the 2018 AIP, our involvement in SIP and our intensive focus on the use of data to drive practice to improve learning outcomes, the school has selected this KIS to focus directly on improving writing outcomes for all students. Our data depicts a need to build practice excellence in teaching writers (Foundation- Year Six).
From 2019 we

Define Actions, Outcomes and Activities

Goal 1	To improve student learning growth and achievement in writing.
12 Month Target 1.1	To decrease of our F-6 students are working at DET expected level to 50% (45% in 4 years), which means the 6% will move to working above level which will move from 39% to 45% in 2019. (Equates to moving approx 42 students from at to above expected level)
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KIS 1 Building practice excellence	Consolidate the whole school approach to the teaching and learning of writing.

Actions	Learning specialist role Use of trend data for NAPLAN Use of NAPLAN Writing guide and development of writing rubrics Use of the Literacy Portal Modelling of best practice of the writing workshop, conferencing with writers and feedback to students Coaching model Use of trend data for NAPLAN Use of NAPLAN Writing guide and development of writing rubrics Use of the Literacy Portal EAL and Intervention support			
Outcomes	<ul style="list-style-type: none"> - Supporting teams in consistent writing learning and teaching practices - Peer observations support school wide instruction and practice - EAL Learning Continuum - EAL Teacher 			
Success Indicators	<ul style="list-style-type: none"> - number of teachers support by the learning specialist role - improvement in the writing results - understanding writing as a process - greater support for EAL learning and teaching 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> - appointing a new Learning Specialist - Action Plan developed to support writing - supporting the continuation of the coaching model - supports the development of the instructional model - targeted observations 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Explore and consolidate the development of curriculum documentation in writing.			
Actions	<ul style="list-style-type: none"> - ensure school wide consistency with curriculum mapping - review the effectiveness of curriculum documentation 			

	<ul style="list-style-type: none"> - ensure the documentation is reflective of IBPYP and CIS - build the systems, processes, storage and access to school wide documentation 			
Outcomes	<ul style="list-style-type: none"> - consistent curriculum documentation, planning and implementation of writing curriculum - improving student writing outcomes - using data to inform and plan for learning 			
Success Indicators	<ul style="list-style-type: none"> - whole school curriculum documentation - improved writing outcomes - teachers using the Writer's Workshop Model 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> - continue to map the Victorian Curriculum with the Programme of Inquiry - with direct links to writing - professional learning 	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building leadership teams	Investigate the development of an Essendon North Primary School Instructional Model			
Actions	<ul style="list-style-type: none"> - investigate elements of an Instructional Model - work with staff to begin to co-create the ENPS Instructional Model - provide professional learning to support the instructional model - Professional Learning to reflect the instructional model developed as a school 			
Outcomes	<ul style="list-style-type: none"> - students to access a consistent instructional model - staff to use the instructional model - leaders to support staff to refine and improve the implementation of the Instructional Model 			

Success Indicators	<ul style="list-style-type: none"> - improve collective efficacy and guaranteed and viable curriculum in the staff opinion survey - overall improvement in school climate 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> - development of an Instructional Model - Professional Learning to support a consistent understanding of the elements of an instructional model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Curriculum planning and assessment	Documented scope and sequence in Literacy and Mathematics, aligned with the IB PYP Programme of Inquiry, by the end of 2022 (vertical and horizontal).			
Actions	<ul style="list-style-type: none"> - ensure school wide consistency with curriculum mapping - review the effectiveness of curriculum documentation - ensure the documentation is reflective of IBPYP and CIS - build the systems, processes, storage and access to school wide documentation 			
Outcomes	<ul style="list-style-type: none"> - consistent curriculum documentation, planning and implementation of writing curriculum - improving student writing outcomes - using data to inform and plan for learning 			
Success Indicators	<ul style="list-style-type: none"> - whole school curriculum documentation - improved writing outcomes - teachers using the Writer's Workshop Model 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>- the development of school wide curriculum documentation</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00 <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	\$5,000.00	\$15,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$15,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<ul style="list-style-type: none"> - appointing a new Learning Specialist - Action Plan developed to support writing - supporting the continuation of the coaching model - supports the development of the instructional model - targeted observations 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$5,000.00	\$15,000.00
Totals			\$5,000.00	\$15,000.00

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
<ul style="list-style-type: none"> - appointing a new Learning Specialist - Action Plan developed to support writing - supporting the continuation of the coaching model - supports the development of the instructional model - targeted observations 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources EIL	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> - continue to map the Victorian Curriculum with the Programme of Inquiry - with direct links to writing - professional learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Victorian PYP Network	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> - development of an Instructional Model - Professional Learning to support a consistent understanding of the elements of an instructional model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 2 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Victorian PYP Network DET Training	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>- the development of school wide curriculum documentation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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