

2019 Annual Implementation Plan

for improving student outcomes

Movelle Primary School (5139)



Submitted for review by Karen Wood (School Principal) on 05 April, 2019 at 01:30 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 10 April, 2019 at 02:07 PM
Endorsed by Dawn Simovic (School Council President) on 01 May, 2019 at 12:50 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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	Our self evaluation followed by our school review has given us a clear and explicit direction for 2019 and beyond.
Considerations for 2019	<p>In 2019 we will continue to resource the school's improvement strategy and further develop a safe and inclusive learning environment for all stakeholders.</p> <ul style="list-style-type: none"> -All staff are aware that analysing cohort/team data is pivotal but a deeper understanding of how to analyse point of need data for individuals will increase student growth across all students. -Non interrupted 2 hours of PLT meetings within the school day for all teams with Leadership team involved to assist in the planning and curriculum development -A designated planning room with planning as assessment resources, data walls and planning processes visible -Further document and develop the collective knowledge and understanding of the curriculum from Foundation to Year 6 and beyond through the Movelle instructional model. -Teaching Instructional Practices will focus on High Impact Teaching strategies -Increase staff knowledge of RRRR and PSWBS through the implementation and Professional learning of these programs

Documents that support this plan	

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 outcomes in Literacy, reading and writing	Yes	By 2022, increase the percentage of students working above the expected level in teacher judgements in English against the Victorian Curriculum to 25%.	By the end of 2019, increase the percentage of students working above the expected level in teacher judgements in Reading against the Victorian Curriculum to 15%.
		<p>By 2022, Increase the percentage of students showing high relative growth in Year 5 NAPLAN Reading from 22.7% in 2018 to more than 32% in 2022.</p> <p>Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading from 36.4% in 2018 to less than 15% in 2022.</p>	<p>By the end of 2019, increase the percentage of students showing high relative growth in Year 5 NAPLAN Reading from 22.7% in 2018 to more than 24% in 2019.</p> <p>Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading from 36.4% in 2018 to less than 31% in 2019.</p>
		<p>By 2022, increase by the percentage of students in the top two bands of</p> <p>Year 3 NAPLAN Reading from 32% to 40% -</p> <p>Year 3 NAPLAN Writing from 32% to 40%</p> <p>Year 5 NAPLAN Reading from 12% to 30%</p> <p>Year 5 NAPLAN Writing from 4% to 15%</p>	<p>By 2019, increase by the percentage of students in the top two bands of:</p> <ul style="list-style-type: none"> - Year 3 NAPLAN Reading to 32% - Year 5 NAPLAN Reading to 17%

To improve student learning outcomes in Mathematics	No	By 2022, increase the percentage of students working above the expected level in teacher judgements in Mathematics against the Victorian Curriculum by 25%.	
		By 2022, increase the percentage of students showing high relative growth Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.	
		By 2022, increase the percentage of students in the top two bands for Year 3 NAPLAN mathematics from 16% in 2018 to 40% in 2022. Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.	
To improve student levels of engagement in their learning.	No	By 2022, increase the positive response rate on the Student Attitudes to School Survey for: <ul style="list-style-type: none"> • Student agency and voice to increase from 60% in 2018 to be at or above 85%. • Mean of all 'Learner Characteristics and Dispositions' elements to increase from 86% in 2018 to be at or above 90%. 	
		By 2022, increase the positive response rate on the Parent Opinion Survey for: <ul style="list-style-type: none"> • Student agency and voice to increase to 85%. 	

		<p>By 2022, the student absence averages will have decreased, as outlined below:</p> <ul style="list-style-type: none"> • To reduce the absence days from full time enrolment P-6 absences to 13 days. 	
To develop school and community understanding of its core values and purpose.	Yes	<p>By 2022, increase the positive response rate on the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • 'High expectations for success' to be consistently above 90%. 	<p>By 2019, increase the positive response rate on the Student Attitudes to School Survey for:</p> <p>'High expectations for success' to be consistently above 37%.</p>
		<p>By 2022, increase the positive response rate on the Staff Opinion Survey for:</p> <ul style="list-style-type: none"> • Collective Efficacy in the Teaching and Learning module to be at 80%. 	<p>By 2019, increase the positive response rate on the Staff Opinion Survey for:</p> <p>Collective Efficacy in the Teaching and Learning module to be at 20%.</p>
		<p>By 2022, increase the positive response rate on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • 'School Pride and Confidence' to be above 85%. • 'General Satisfaction' to be above 90%. 	<p>By 2019, increase the positive response rate on the Parent Opinion Survey for:</p> <p>'School Pride and Confidence' to be above 37%.</p> <p>'General Satisfaction' to be above 80.3%.</p>

Goal 1	To improve student learning outcomes in Literacy, reading and writing	
12 Month Target 1.1	By the end of 2019, increase the percentage of students working above the expected level in teacher judgements in Reading against the Victorian Curriculum to 15%.	
12 Month Target 1.2	By the end of 2019, increase the percentage of students showing high relative growth in Year 5 NAPLAN Reading from 22.7% in 2018 to more than 24% in 2019. Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading from 36.4% in 2018 to less than 31% in 2019.	
12 Month Target 1.3	By 2019, increase by the percentage of students in the top two bands of: - Year 3 NAPLAN Reading to 32% - Year 5 NAPLAN Reading to 17%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum in English underpinned by the Victorian Curriculum.	Yes
KIS 2 Building practice excellence	Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice	Yes
KIS 3 Evidence-based high-impact teaching strategies	Develop staff and student capacity to make learning highly visible, explicit and purposeful, by using evidence-based teaching practices.	No
KIS 4 Curriculum planning and assessment	Implement an Instructional Model which makes learning visible and is underpinned by the HITS.	Yes

<p>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.</p>	<p>KIS 1: A finding from our Review report found that to increase consistency across the school in terms of teacher instruction, a guaranteed and viable curriculum is needed to be developed and embedded. Work to develop Essential Learnings took place in the latter part of 2018 in order to set the foundations of the GVC and allow 2019 focus on building the rigour around Reading. Upon its development, it is built upon within PLCs throughout the year to further embed within school systems.</p> <p>KIS 2: Findings from our Review found that there was an inconsistency in both classroom practice and our teachers' instructional practice in reading. Understanding this need, we are partaking in a School Improvement Partnership with Albanvale Primary School. In this improvement process, we are building our teachers capacity in guided reading using the Fountas & Pinnell (LLI) curriculum program. Specifically targeting Years 1/2 which consists of 57 students and 5 teachers.</p> <p>KIS 4: Feedback from the review panel and staff, showed instructional practices were inconsistent and in some classes ineffective, showing the need for a whole school instructional model to be developed that is highly evidence-based and underpinned by DET initiatives. From results in our self evaluation, it was evident that there is a need for staff to have a common purpose and understanding of instructional practices and how best students learn.</p>	
<p>Goal 2</p>	<p>To develop school and community understanding of its core values and purpose.</p>	
<p>12 Month Target 2.1</p>	<p>By 2019, increase the positive response rate on the Student Attitudes to School Survey for: 'High expectations for success' to be consistently above 37%.</p>	
<p>12 Month Target 2.2</p>	<p>By 2019, increase the positive response rate on the Staff Opinion Survey for: Collective Efficacy in the Teaching and Learning module to be at 20%.</p>	
<p>12 Month Target 2.3</p>	<p>By 2019, increase the positive response rate on the Parent Opinion Survey for: 'School Pride and Confidence' to be above 37%. 'General Satisfaction' to be above 80.3%.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Vision, values and culture</p>	<p>Develop a consistent whole school culture focusing on core school values which staff, students and parents can articulate.</p>	<p>Yes</p>

KIS 2 Setting expectations and promoting inclusion	Promote and develop a culture of high expectations throughout the school.	No
KIS 3 Building practice excellence	To build collective efficacy through collaborative participation in a Community of Practice.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	KIS 1: Throughout the review's self evaluation process, it was clear that there was little understanding and knowledge of the school values and how these influenced school culture at a class, cohort and whole school level. Data found that our school did not have a whole-school framework, giving teachers the strategies to promote improved behaviour for all students, be unified in a positive climate with strong values and behaviour expectations with the aim of improving the social and emotional outcomes of all students. In order to change this climate and culture at Movelles Primary, we are working with Shaun Faulkhead on implementing SWPBS and Gaby Cabezas on implementing RRRR. This will ensure the framework and SEL curriculum is implemented with transparency, sustainability and fidelity.	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Literacy, reading and writing
12 Month Target 1.1	By the end of 2019, increase the percentage of students working above the expected level in teacher judgements in Reading against the Victorian Curriculum to 15%.
12 Month Target 1.2	By the end of 2019, increase the percentage of students showing high relative growth in Year 5 NAPLAN Reading from 22.7% in 2018 to more than 24% in 2019. Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading from 36.4% in 2018 to less than 31% in 2019.
12 Month Target 1.3	By 2019, increase by the percentage of students in the top two bands of: - Year 3 NAPLAN Reading to 32% - Year 5 NAPLAN Reading to 17%
KIS 1 Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum in English underpinned by the Victorian Curriculum.
Actions	Develop a shared and deep understanding of curriculum Essential Learnings and effective teaching practices to support this.
Outcomes	<ul style="list-style-type: none"> - Students will be able to explain what they are learning about and why, and what the next step in their learning is. - Teachers have a collaborative focus on learning, not teaching. - Teachers utilise the Planning Process cycle where the GVC and student data are the key drivers of the learning sequence. - Teachers have a sound knowledge of the Essential Learnings and how to develop the rigour in the GVC. - Leaders build teacher knowledge and capacity by facilitating professional learning and supporting PLCs.
Success Indicators	<ul style="list-style-type: none"> - Record of student interviews about their learning. - PLC minutes are kept and show a focus on learning. - Planning Process Cycle developed and utilised by teams regularly. - Team unit planners include evidence of GVC elements. - Movelles GVC developed and in place. - Record of professional learning delivered as shown on the Movelles meeting calendar.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor a guaranteed and viable curriculum and highly effective reading practices.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Pacing guides developed with all teaching staff to determine GVC focus areas across the school year.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a one page document that lists the agreed Essential Learnings for Reading and Viewing from Foundation to Year Six.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Planning Process Cycle developed and introduced to staff that is visible and interactive.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure adequate time is allocated in the meeting calendar to focus on building and embedding the GVC.	<input checked="" type="checkbox"/> School 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

Staff aligned Professional Practice Days to improve their knowledge of student learning, curriculum and assessment.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice			
Actions	To develop improved teaching and behaviour practices of Movelle staff using the Fountas & Pinnell (Leveled Literacy Intervention) System in a guided reading structure.			
Outcomes	<ul style="list-style-type: none"> - Students will be able to explain what their individual reading/comprehension goal/s are. - Students will be able to articulate what they are reading. - Students will be able to feel confident on their selected LLI Guided reading book. - Teachers have a collaborative focus on learning, not teaching. - Teachers have a sound knowledge of the LLI System - Teachers will have a clear understanding of the Fountas & Pinnell Learning Continuum - Teachers will be able to determine individual goals for reading - Leaders to model instructional practice - Leaders to monitor and provide feedback on instructional practice - Leaders build teacher knowledge and capacity by facilitating professional learning and supporting PLCs. 			
Success Indicators	<ul style="list-style-type: none"> - Data review in PLC meetings to drive differentiated reading groups - ICT record of student interviews about their learning. - PLC minutes are kept and show a focus on learning. - F&P Data wall updated termly. - Improved student reading outcomes - Learning Walks to gather data on consistent practices 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Utilise the School Improvement Partnerships (SIPS) program to enable coaching of Movelle staff by Albanvale coaches 1:1 to increase teacher instructional practice.	<input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Peer Observations conducted and feedback given to staff about the implementation of the LLI Guided Reading Instructional Practice.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Professional Development from external professional (Pearson Education) provided to a selection of staff.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Ensure adequate time is allocated during PLT sessions for reviewing data and planning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Ensure adequate time is allocated for project leaders to meet in order to forward plan and complete portal requirements.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Implement an Instructional Model which makes learning visible and is underpinned by the HITS.			
Actions	Develop a consistent whole-school approach to effective instructional practices that are evidence-based and driven by the Victorian Teaching and Learning Model.			

Outcomes	<ul style="list-style-type: none"> - Students will have a clear understanding of the structure and expectations of each reading lesson. - Students will be able to articulate their learning and how they can extend their learning to the next progression. - Teachers will have a clear and consistent approach to instructional practices across the school. - Teachers will model best practice of each element of the Movelle Instructional Model in Reading. - Leaders build teacher capacity of effective reading practices. 			
Success Indicators	<ul style="list-style-type: none"> - Record of student interviews about their learning. - The Movelle Instructional Model is developed and implemented with a main focus on a Reading lesson. - Coaching surveys and observations indicate increased knowledge of the Instructional Model and HITS. - Teacher planning documents and Learning Walks show evidence of a consistent and effective Reading practices across the school. - Record of professional learning delivered as shown on the Movelle meeting calendar. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leaders to plan and develop an Instructional Model using evidence-based approaches and models.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure adequate time is allocated in the meeting calendar to introduce, implement and monitor the Movelle Instructional Model.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Coaching hours allocated to observe the Instructional Model during Reading lessons.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor highly effective Reading practices.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$25,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Peer observations conducted and feedback given to staff about the implementation of the Movelle Instructional Model in Reading. Staff to be released	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To develop school and community understanding of its core values and purpose.			
12 Month Target 2.1	By 2019, increase the positive response rate on the Student Attitudes to School Survey for: 'High expectations for success' to be consistently above 37%.			
12 Month Target 2.2	By 2019, increase the positive response rate on the Staff Opinion Survey for: Collective Efficacy in the Teaching and Learning module to be at 20%.			
12 Month Target 2.3	By 2019, increase the positive response rate on the Parent Opinion Survey for: 'School Pride and Confidence' to be above 37%. 'General Satisfaction' to be above 80.3%.			
KIS 1 Vision, values and culture	Develop a consistent whole school culture focusing on core school values which staff, students and parents can articulate.			
Actions	To successfully implement SWPBS which will include, new school values, mission statement and behaviour expectation matrix supported by full implementation of whole-school Resilience, Rights and Respectful Relationships (RRRR) curriculum.			
Outcomes	<ul style="list-style-type: none"> - Students are able to articulate the new school values. - Students are aware of expected positive behaviours at Movelle. - Students are able to understand emotions, regulate their emotions and demonstrate help-seeking behaviours as taught throughout RRRR. - Students are displaying positive behaviours both in class and in non-classroom settings, understanding that they will be extrinsically rewarded either verbally or tangibly. 			

	<ul style="list-style-type: none"> - Teachers will contribute to developing new values and show understanding of these and the school's mission statement by articulation. - Teachers will contribute to the development of the expected behaviour matrix, displaying knowledge of appropriate student behaviours. - Teachers are actively contributing to the positive reward system aligning with school values and the behaviour expectations matrix. - Leaders will build teacher capacity by regular coaching, facilitating professional learning and supporting PLTs. - Leaders will guide the SWPBS team into the development of the new values and mission statement. - Leaders will guide the SWPBS team into the development of the new behaviour matrix. - Leaders will guide the whole-school implementation of RRRR. - Community members will contribute to the development of the new school values and are able to articulate them. 			
Success Indicators	<ul style="list-style-type: none"> - Using Tiered Fidelity Inventory on an ongoing basis to strengthen the SWPBS and gauge the success of this implementation. - Using the Compass database to analyse behavioural data. - Evidence of PBS and RRRR lessons in teacher planning documents. - Record of professional learning in both PBS and RRRR as shown on the meeting calendar. - Minutes of regular PBS team meetings - Values are highly visible around the school - Behaviour matrix is displayed in each classroom - Regular updates to our community via the school newsletter 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
RRRR Team Members attend Professional Development covering curriculum content.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole-School training delivered by RRRR coaches to all staff.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Apply for RRRR Lead School in the Brimbank Melton region.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialist to conduct Regional training on RRRR.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialist to participate in ongoing RRRR Facilitator Training.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SWPBS team members to attend Professional Development two day training.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole-School training delivered by SWPBS team, leaders and coach to all staff.	<input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SWPBS team meetings with DET coach to assist with whole-school implementation.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

SWPBS coordinator and Assistant Principal to attend SWPBS one-day training.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Gather Community input into development of new school values.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <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	\$168,500.00	\$258,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$168,500.00	\$258,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor a guaranteed and viable curriculum and highly effective reading practices.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00
Pacing guides developed with all teaching staff to determine GVC focus areas across the school year.	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Develop a one page document that lists the agreed Essential Learnings for Reading and Viewing from Foundation to Year Six.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Planning Process Cycle developed and introduced to staff that is visible and interactive.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00

Ensure adequate time is allocated in the meeting calendar to focus on building and embedding the GVC.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Leaders to plan and develop an Instructional Model using evidence-based approaches and models.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Coaching hours allocated to observe the Instructional Model during Reading lessons.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$50,000.00	\$50,000.00
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor highly effective Reading practices.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$25,000.00	\$25,000.00
Peer observations conducted and feedback given to staff about the implementation of the Movelle Instructional Model in Reading. Staff to be released	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
RRRR Team Members attend Professional Development covering curriculum content.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Apply for RRRR Lead School in the Brimbank Melton region.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Learning Specialist to conduct Regional training on RRRR.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00

	to: Term 4			
Learning Specialist to participate in ongoing RRRR Facilitator Training.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$10,000.00	\$100,000.00
SWPBS team members to attend Professional Development two day training.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Whole-School training delivered by SWPBS team, leaders and coach to all staff.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
SWPBS coordinator and Assistant Principal to attend SWPBS one-day training.	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$500.00	\$500.00
Totals			\$168,500.00	\$258,500.00

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
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor a guaranteed and viable curriculum and highly effective reading practices.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Chris Egan & Paul - Consultant from STAEPS	<input checked="" type="checkbox"/> On-site
Pacing guides developed with all teaching staff to determine GVC focus areas across the school year.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Develop a one page document that lists the agreed Essential Learnings for Reading and Viewing from Foundation to Year Six.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Planning Process Cycle developed and introduced to staff that is visible and interactive.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Ensure adequate time is allocated in the meeting calendar to focus on building and embedding the GVC.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Staff aligned Professional Practice Days to improve their knowledge of student learning, curriculum and assessment.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Utilise the School Improvement Partnerships (SIPS) program to enable coaching of Movelle staff by Albanvale coaches 1:1 to increase teacher instructional practice.	<input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Albanvale PS and also onsite at Movelle
Leaders to plan and develop an Instructional Model using evidence-based approaches and models.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Chris Egan	<input checked="" type="checkbox"/> On-site
Ensure adequate time is allocated in the meeting calendar to introduce, implement and monitor the Movelle Instructional Model.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Coaching hours allocated to observe the Instructional Model during Reading lessons.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor highly effective Reading practices.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Chris Egan	<input checked="" type="checkbox"/> On-site
Peer observations conducted and feedback given to staff about the implementation of the Movelle Instructional Model in Reading. Staff to be released	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Chris Egan	<input checked="" type="checkbox"/> On-site
RRRR Team Members attend Professional Development covering curriculum content.	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Whole-School training delivered by RRRR coaches to all staff.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Apply for RRRR Lead School in the Brimbank Melton region.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialist to conduct Regional training on RRRR.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

		to: Term 4			SWPBS- Shaun Faulkhead	
Learning Specialist to participate in ongoing RRRR Facilitator Training.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site DET OFFICE
SWPBS team members to attend Professional Development two day training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources SWPBS- Shaun Faulkhead	<input checked="" type="checkbox"/> Off-site Det Office keiold
Whole-School training delivered by SWPBS team, leaders and coach to all staff.	<input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources SWPBS- Shaun Faulkhead	<input checked="" type="checkbox"/> On-site
SWPBS team meetings with DET coach to assist with whole-school implementation.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS- Shaun Faulkhead	<input checked="" type="checkbox"/> On-site
SWPBS coordinator and Assistant Principal to attend SWPBS one-day training.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources SWPBS- Shaun Faulkhead	<input checked="" type="checkbox"/> Off-site DET OFFICE