

2019 Annual Implementation Plan

for improving student outcomes

Parktone Primary School (4843)



Submitted for review by Genevieve Casonato (School Principal) on 18 December, 2018 at 09:59 AM

Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 18 December, 2018 at 10:08 AM

Endorsed by David Shepard (School Council President) on 14 February, 2019 at 04:08 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	Emerging moving towards Evolving
Professional leadership		Building leadership teams	Evolving moving towards Embedding
		Instructional and shared leadership	Embedding moving towards Excelling
		Strategic resource management	Embedding
		Vision, values and culture	Embedding

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

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

Enter your reflective comments	We found the process of the School Review a very thorough and thought provoking process which has enabled us to develop a SSP that will ensure our school continues to focus on student achievement, engagement and wellbeing. Our structured approach to Writing and Numeracy has seen significant gains in recent years, however we acknowledge the need to involve students in developing and designing curriculum moving forward to ensure learning is engaging. Student voice will continue to be a priority for us as we seek to give students more agency in their learning. During 2018 changes were made to the Leadership of the school and we are looking forward to having more stability in 2019 now that a substantive Principal has been appointed.
Considerations for 2019	In 2019, our priority areas align with the central FISO sphere of student achievement, engagement and wellbeing. Having appointed two Learning Specialists, we will providing staff with ongoing training and support around flexible spaces and groupings, differentiation and the use of Data Walls. Engaging with our students and broader community will involve professional learning around Respectful Relationships, Restorative Chats and Circle Time. This will be complemented and supported by a real push in embedding the 7 Habits language and The Leader In Me framework. We are mindful that too

	much change too quickly can be stressful for staff, so will be scaffolding their development and learning throughout the year with ongoing PD spread over the Terms rather than in just one Term.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise learning growth in numeracy and literacy for every student.
Target 1.1	To increase the number of students in the top two NAPLAN bands in Reading and Number at Grade 5— in Reading move from 53% to 55% or above; in Number move from 51% to 65% or above. In Writing move to double similar schools percentage in the top two NAPLAN bands in comparative years.
Target 1.2	In Reading increase high relative growth from 24.4% to above 35% and decrease low relative growth from 26.9% to below 15%. In Numeracy decrease the low growth from 15.6% to below 10% and maintain the high growth at or above 40.3%. In Writing increase the high relative growth from 30% to at or above 45% and decrease the low relative growth from 19% to below 10%
Target 1.3	To increase the percentage of students deemed capable, to have more than 12 months growth in Reading, Writing and Number from the October 2018 data sets.
Target 1.4	To have all students achieve their Individual Learning Plan (ILP) targets in Literacy and Numeracy
Target 1.5	All teaching staff to include specific measurable goals related to the use of data to drive teaching and learning in their Professional Development Plans.
Target 1.6	AToSS—Differentiated Learning Challenge to increase from 85% to 90% (2018 85% positive)

	Effective teaching time to increase from 82% to 90% (2018 82% positive)
Key Improvement Strategy 1.a Building practice excellence	Use the Professional Learning Community (PLC) approach to embed professional learning practices and a collaborative teaching approach (BPE)
Key Improvement Strategy 1.b Building practice excellence	Develop teacher capability to personalise learning for every student (BPE)
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to use data and evidence to effectively inform teaching and learning practices/pedagogy. (CPA)
Goal 2	To improve student engagement in their learning.
Target 2.1	<p>Using data from the AToSS:</p> <ul style="list-style-type: none"> • Self-regulation and Goal Setting at or above 90% positive responses (2018 88% positive) • Student Voice and Agency at or above 75% positive responses (2018 64% positive) • Stimulated Learning at or above 90% positive responses (2018 80% positive) • Motivation and Interest at or above 90% positive responses (2018 81% positive)
Target 2.2	<p>Using data from the SSS:</p> <ul style="list-style-type: none"> • Support Growth and Learning of Whole Student at or above 90% positive responses (2018 79% positive) • Believe Student Engagement is Key at or above 95% positive responses (2018 89% positive)

Key Improvement Strategy 2.a Empowering students and building school pride	To build teacher capabilities to embed student voice and agency in all curriculum areas (ESP) (EPI)
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	To ensure the school excels as a Leader In Me Lighthouse school where everyone lives the vision and values of the school (IES)
Goal 3	To encourage the personal growth of all individuals and improve wellbeing, with a focus on fostering a safe and supportive school community.
Target 3.1	<p>Using data from the AToSS:</p> <ul style="list-style-type: none"> • Social Engagement: School Connectedness at or above 85% positive responses (2018 79% positive responses) • Student Safety: Managing Bullying at or above 85% positive responses (2018 80% positive responses) • Learner Characteristics and Disposition: Resilience at or above 85% positive responses (2018 74% positive responses) • Teacher Students Relations: Teacher Concern at or above 80% positive responses (2018 76% positive responses)
Target 3.2	<p>Using data from the Parent Opinion Survey</p> <ul style="list-style-type: none"> • Safety at or above 85% positive responses (2018 79% positive responses)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To integrate the Leader in Me approach through all aspects of the school and the wider community
Key Improvement Strategy 3.b	To develop and implement a whole school approach to student wellbeing.

Health and wellbeing	
----------------------	--

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise learning growth in numeracy and literacy for every student.	Yes	To increase the number of students in the top two NAPLAN bands in Reading and Number at Grade 5— in Reading move from 53% to 55% or above; in Number move from 51% to 65% or above. In Writing move to double similar schools percentage in the top two NAPLAN bands in comparative years.	To increase the number of students in the top two NAPLAN bands in Reading, Number and Writing at Grade 5 by at least 2% from 2018 data.
		In Reading increase high relative growth from 24.4% to above 35% and decrease low relative growth from 26.9% to below 15%. In Numeracy decrease the low growth from 15.6% to below 10% and maintain the high growth at or above 40.3%. In Writing increase the high relative growth from 30% to at or above 45% and decrease the low relative growth from 19% to below 10%	To increase the high relative growth in Reading, Number and Writing at Grade 5 by at least 3% from 2018 data.
		To increase the percentage of students deemed capable, to have more than 12 months growth in Reading, Writing and Number from the October 2018 data sets.	To effectively track the percentage of students showing 12 months growth in 12 months compared to 2018 data using data walls.
		To have all students achieve their Individual Learning Plan (ILP) targets in Literacy and Numeracy	To develop strategies to ensure ILPs are living documents that are referred to and

			worked towards all year with termly meetings and progress reports.
		All teaching staff to include specific measurable goals related to the use of data to drive teaching and learning in their Professional Development Plans.	Staff to include data based goals in their 2019 PDPs.
		<p>AToSS—Differentiated Learning Challenge to increase from 85% to 90% (2018 85% positive)</p> <p>Effective teaching time to increase from 82% to 90% (2018 82% positive)</p>	AToSS—Differentiated Learning Challenge and Effective teaching time to increase by at least 2% compared to 2018.
To improve student engagement in their learning.	Yes	<p>Using data from the AToSS:</p> <ul style="list-style-type: none"> • Self-regulation and Goal Setting at or above 90% positive responses (2018 88% positive) • Student Voice and Agency at or above 75% positive responses (2018 64% positive) • Stimulated Learning at or above 90% positive responses (2018 80% positive) • Motivation and Interest at or above 90% positive responses (2018 81% positive) 	Develop a student centered conference model to engage students in their learning, goal tracking and co-designing the next stage of learning with an aim to increase all listed AToSS data sets by at least 3% compared to 2018.
		<p>Using data from the SSS:</p> <ul style="list-style-type: none"> • Support Growth and Learning of Whole Student at or above 90% positive responses (2018 79% positive) 	Improve SSS data in Support Growth and Learning of Whole Student and Believe Student Engagement is Key by at least 2% compared to 2018.

		<ul style="list-style-type: none"> • Believe Student Engagement is Key at or above 95% positive responses (2018 89% positive) 	
To encourage the personal growth of all individuals and improve wellbeing, with a focus on fostering a safe and supportive school community.	Yes	Using data from the AToSS: <ul style="list-style-type: none"> • Social Engagement: School Connectedness at or above 85% positive responses (2018 79% positive responses) • Student Safety: Managing Bullying at or above 85% positive responses (2018 80% positive responses) • Learner Characteristics and Disposition: Resilience at or above 85% positive responses (2018 74% positive responses) • Teacher Students Relations: Teacher Concern at or above 80% positive responses (2018 76% positive responses) 	Increase all listed AToSS data sets by at least 3% compared to 2018.
		Using data from the Parent Opinion Survey <ul style="list-style-type: none"> • Safety at or above 85% positive responses (2018 79% positive responses) 	Increase awareness of student safety initiatives, with an aim to increase Parent Opinion data by at least 3%.

Goal 1	To maximise learning growth in numeracy and literacy for every student.
12 Month Target 1.1	To increase the number of students in the top two NAPLAN bands in Reading, Number and Writing at Grade 5 by at least 2% from 2018 data.
12 Month Target 1.2	To increase the high relative growth in Reading, Number and Writing at Grade 5 by at least 3% from 2018 data.

12 Month Target 1.3	To effectively track the percentage of students showing 12 months growth in 12 months compared to 2018 data using data walls.	
12 Month Target 1.4	To develop strategies to ensure ILPs are living documents that are referred to and worked towards all year with termly meetings and progress reports.	
12 Month Target 1.5	Staff to include data based goals in their 2019 PDPs.	
12 Month Target 1.6	AToSS—Differentiated Learning Challenge and Effective teaching time to increase by at least 2% compared to 2018.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Use the Professional Learning Community (PLC) approach to embed professional learning practices and a collaborative teaching approach (BPE)	Yes
KIS 2 Building practice excellence	Develop teacher capability to personalise learning for every student (BPE)	Yes
KIS 3 Curriculum planning and assessment	Build teacher capability to use data and evidence to effectively inform teaching and learning practices/pedagogy. (CPA)	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.	Having recently completed our School Strategic Plan, we have a clear understanding of the focus required to continue to improve the academic, wellbeing and engagement outcomes for all students at Parktone. We have made great progress in recent years in NAPLAN outcomes and are keen to ensure we maintain our high standards, while also valuing the contributions of our students. We have identified the need to personalise learning through data driven teaching. Teachers will work collaboratively in teams to analyse student data in order to target the areas students need to further develop. This will begin initially in Numeracy to build teacher capacity in using data and flexible groupings and leaning spaces in this manner and will then extend to other curriculum areas.	
Goal 2	To improve student engagement in their learning.	
12 Month Target 2.1	Develop a student centered conference model to engage students in their learning, goal tracking and co-designing the next stage of learning with an aim to increase all listed AToSS data sets by at least 3% compared to 2018.	

12 Month Target 2.2	Improve SSS data in Support Growth and Learning of Whole Student and Believe Student Engagement is Key by at least 2% compared to 2018.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To build teacher capabilities to embed student voice and agency in all curriculum areas (ESP) (EPI)	Yes
KIS 2 Intellectual engagement and self-awareness	To ensure the school excels as a Leader In Me Lighthouse school where everyone lives the vision and values of the school (IES)	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.	Student agency and voice will be a priority as we seek to reengage the community with the 7 Habits and The Leader In Me and develop a differentiated, student-led curriculum. Inquiry based learning will be utilised to engage students who will work in flexible learning spaces. Student conferences will be a key feature of our Reader's Workshop model and will also be used in other curriculum areas. A Leader In Me Priority Team will be established to ensure Leadership Notebooks and WIGs are used effectively to support the growth and learning of every student.	
Goal 3	To encourage the personal growth of all individuals and improve wellbeing, with a focus on fostering a safe and supportive school community.	
12 Month Target 3.1	Increase all listed AToSS data sets by at least 3% compared to 2018.	
12 Month Target 3.2	Increase awareness of student safety initiatives, with an aim to increase Parent Opinion data by at least 3%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	To integrate the Leader in Me approach through all aspects of the school and the wider community	Yes

KIS 2 Health and wellbeing	To develop and implement a whole school approach to student wellbeing.	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.	Reinvigorating the Leader In Me, in conjunction with developing an understanding of Restorative Practices and Circle Time will be key to us seeing improvement in both student and parent surveys. We envisage that our engagement with the Safe Routes to School program through Kingston Council will also assist us in highlighting the proactive measures we are taking to look after our community. We are looking for ways to bring the community into the learning environment to connect our students to a wider range of experiences.	

Define Actions, Outcomes and Activities

Goal 1	To maximise learning growth in numeracy and literacy for every student.
12 Month Target 1.1	To increase the number of students in the top two NAPLAN bands in Reading, Number and Writing at Grade 5 by at least 2% from 2018 data.
12 Month Target 1.2	To increase the high relative growth in Reading, Number and Writing at Grade 5 by at least 3% from 2018 data.
12 Month Target 1.3	To effectively track the percentage of students showing 12 months growth in 12 months compared to 2018 data using data walls.
12 Month Target 1.4	To develop strategies to ensure ILPs are living documents that are referred to and worked towards all year with termly meetings and progress reports.
12 Month Target 1.5	Staff to include data based goals in their 2019 PDPs.
12 Month Target 1.6	AToSS—Differentiated Learning Challenge and Effective teaching time to increase by at least 2% compared to 2018.
KIS 1 Building practice excellence	Use the Professional Learning Community (PLC) approach to embed professional learning practices and a collaborative teaching approach (BPE)
Actions	Develop a Professional Learning Community within the school to identify co-teaching and co-learning opportunities across the school.
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively plan in team meetings where they will discuss student learning and needs based on formative assessment data - Develop a shared understanding of the Parktone Instructional Model - Be provided with ongoing Literacy and Numeracy PD throughout the year <p>Students will:</p> <ul style="list-style-type: none"> - Guide their learning through conferences with their teachers - Experience well structured and delivered lessons aligned with the Parktone Instructional Model - Use the Reader's Workshop model and open ended project based learning in Numeracy <p>Leadership will:</p> <ul style="list-style-type: none"> - PD all staff on co-teaching and co-learning strategies

	- Develop the Parktone Instructional Model with staff input - Appoint Learning Specialists and Priority Teams to lead professional development			
Success Indicators	Team data walls Formative assessment samples Anecdotal records of conferencing Google Drive planning documents Meeting minutes			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Book whole staff Literacy professional development in Term 2 with Misty.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,500.00 <input type="checkbox"/> Equity funding will be used
Learning specialists in Literacy and Numeracy create a 12 month professional development plan.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
PLT leaders will coordinate the timetable so that key areas of the curriculum is taught simultaneously within each cohort, thus allowing for a collaborative teaching approach.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop staff understanding of student conferences and best practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Introduce student conferences		<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Develop teacher capability to personalise learning for every student (BPE)				
Actions	Develop a Professional Learning Community within the school to identify co-teaching and co-learning opportunities across the school.				
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively plan in team meetings where they will discuss student learning and needs. - Use formative assessment to direct their teaching using Data Walls - Differentiate learning through content, process and product <p>Students will:</p> <ul style="list-style-type: none"> - Track and measure their own learning growth using their Leadership Notebooks - Move through flexible groupings and spaces based on their data and needs - Co-design learning with teachers to ensure they are challenged and supported <p>Leadership will:</p> <ul style="list-style-type: none"> - PD all staff on co-teaching and co-learning strategies - Introduce Data Walls and PD staff in how to put faces to data - Appoint Learning Specialists to mentor and support all staff in Literacy and Numeracy practices. 				
Success Indicators	Planning documents Data walls Student conference feedback Staff PDPs AToSS survey				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	

PD all staff on co-teaching and co-learning strategies	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide PLT leaders with Faces on the Data professional reading to build knowledge	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$400.00 <input type="checkbox"/> Equity funding will be used
Evaluate the effectiveness of current Leadership Notebooks and develop strategies to make goal setting and tracking a priority	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer observation and feedback around differentiation and student focused learning	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create a peer observation structure and observation templates and protocols	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Build teacher capability to use data and evidence to effectively inform teaching and learning practices/pedagogy. (CPA)			
Actions	Develop a Professional Learning Community within the school to identify co-teaching and co-learning opportunities across the school.			

Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - Discuss data weekly as part of their team meetings - Use formative assessment to direct their teaching using Data Walls - Use summative assessment to analyse the effectiveness of their teaching using Data Walls <p>Students will:</p> <ul style="list-style-type: none"> - Discuss their results and data regularly with teachers through conferences - Have ownership of their data and results which they will track in their Leadership Notebooks - Take part in Student Led Conferences to share their learning and results with their parents <p>Leadership will:</p> <ul style="list-style-type: none"> - Regularly sit in on team meetings to oversee the use of Data Walls - Provide PD for staff around formative assessment and how to effectively use student data - Review summative assessment data sets to inform whole school learning practices/pedagogy 			
Success Indicators	<p>Data walls Team meeting minutes Assessment Pieces Student feedback</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide PLT leaders with Faces on the Data professional reading to build knowledge	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide PD on formative assessment tools such as Essential Assessment online and Fountas and Pinnell	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Student led conferences based on student data	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data walls used as an ongoing tool to drive student learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student engagement in their learning.			
12 Month Target 2.1	Develop a student centered conference model to engage students in their learning, goal tracking and co-designing the next stage of learning with an aim to increase all listed AToSS data sets by at least 3% compared to 2018.			
12 Month Target 2.2	Improve SSS data in Support Growth and Learning of Whole Student and Believe Student Engagement is Key by at least 2% compared to 2018.			
KIS 1 Empowering students and building school pride	To build teacher capabilities to embed student voice and agency in all curriculum areas (ESP) (EPI)			
Actions	To build teacher strategies and confidence in incorporating student voice and agency through professional development and collaboration.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - Participate in regular professional development around student voice and agency - Collaboratively develop strategies to embed student voice in their planning - Trial different methods of collecting and implementing student feedback in relation to their learning - Conference with students in relation to their goals and achievements <p>Students will:</p> <ul style="list-style-type: none"> - Have regular opportunities to provide feedback and have input into their learning - Collaborate with their teacher to co-design the curriculum and different learning experiences 			

	- Actively set and track academic goals and conference with their teachers Leadership will: - Provide regular professional development around student voice and agency - Support PLT teams to collaborate to develop strategies that embed student voice in their planning - Offer examples of different methods of collecting and implementing student feedback in relation to their learning - Provide professional learning around conferencing with students in relation to their goals and achievements			
Success Indicators	Planning documents PD evidence Student feedback SSS Data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Enlist Adam Voigt in a 3-year Real Schools Partnership	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum PL Day - Restorative Practices	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Create a 12 month professional development plan around student voice and agency, including conferencing and co-designing curriculum	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Survey staff about their confidence in applying student voice and agency strategies	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	To ensure the school excels as a Leader In Me Lighthouse school where everyone lives the vision and values of the school (IES)			
Actions	To ensure Parktone is reaccredited as a Leader In Me Lighthouse school.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - Participate in professional learning around Leader In Me philosophy - Conduct themselves as guiding examples, using the '7 Habits' in their professional lives - Embed Leader In Me language and philosophies in all learning spaces <p>Students will:</p> <ul style="list-style-type: none"> - Learn and use the '7 Habits' as part of the Leader In Me philosophy - Use the Leader In Me language naturally and apply the 7 Habits to their daily lives - Set WIGs and track their progress with teacher support and conferencing using their Leadership Notebooks <p>Leadership will:</p> <ul style="list-style-type: none"> - Provide professional learning around the Leader In Me philosophy - Model the schools vision and values using the 7 Habits - Embed a distributive leadership structure that embodies the Leader In Me philosophy 			
Success Indicators	Classroom checklists and observations Leadership Notebooks PD evidence			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leader In Me Training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$13,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Student and staff use Leadership Notebooks effectively to track and guide learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assemble a Leader In Me Team to coordinate and facilitate Lighthouse Accreditation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Meet all requirements for reaccreditation as a Leader In Me Lighthouse school	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To encourage the personal growth of all individuals and improve wellbeing, with a focus on fostering a safe and supportive school community.			
12 Month Target 3.1	Increase all listed AToSS data sets by at least 3% compared to 2018.			
12 Month Target 3.2	Increase awareness of student safety initiatives, with an aim to increase Parent Opinion data by at least 3%.			
KIS 1 Setting expectations and promoting inclusion	To integrate the Leader in Me approach through all aspects of the school and the wider community			
Actions	Review and develop a whole school approach to the Leader in Me within the community and classroom programs.			
Outcomes	Teachers will: - Develop their knowledge of the Leader in Me through Professional Development - Integrate and embed the language of the 7 Habits into their classrooms - Model the schools vision and values throughout their conduct at school			

	<p>Students will:</p> <ul style="list-style-type: none"> - Consistently use the language of the 7 Habits - Participate and engage in Leader in Me lessons - Set personal and academic goals each term that are measurable and shared and celebrated through conferencing <p>Leadership will:</p> <ul style="list-style-type: none"> - Provide professional learning on the Leader in Me - Integrate and embed the language of the Leader in Me across the school 			
Success Indicators	<p>PD evidence Lighthouse Accreditation rubric Student and staff goals</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Book Professional Development in The Leader in Me for all staff	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Provide Parent information sessions about the Leader in Me	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Continue to host Leadership Days with the inclusion of the wider community	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Update the school website / newsletters and Facebook pages to ensure that The Leader in Me and 7 Habits are reflected in all communication	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	<p>\$0.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	To develop and implement a whole school approach to student wellbeing.			
Actions	To develop a whole school community approach to well-being by using Respectful Relationships.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - Develop their skills and knowledge in restorative practices through the partnership with Real Schools - Develop their understanding of Respectful Relationships and implement lessons from this learning - Continue to dedicate planning and time towards personal and social capabilities <p>Students will:</p> <ul style="list-style-type: none"> - Become familiar with expected protocols around circle time sessions - Participate in restorative chats when needed to develop relationships and resolve conflict - Participate in lesson related to Respectful Relationships <p>Leadership will:</p> <ul style="list-style-type: none"> - Provide staff with ongoing support and professional development through the Real Schools Partnership - Develop the protocols in teaching Respectful Relationships - Support staff in implementing Respectful Relationships 			
Success Indicators	PD Evidence Classroom observations AToSS Parent survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create and communicate clearly defined role descriptions for the Student Wellbeing Coordinator and Wellbeing team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Book professional development with Adam Voigt	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate time for staff to have professional development of Respectful Relationships	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$34,000.00	\$8,000.00
Additional Equity funding	\$8,235.00	\$6,600.00
Grand Total	\$42,235.00	\$14,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide PD on formative assessment tools such as Essential Assessment online and Fountas and Pinnell	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$1,000.00
Enlist Adam Voigt in a 3-year Real Schools Partnership	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$18,000.00	\$5,000.00
Leader In Me Training	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$13,000.00	\$2,000.00
Totals			\$34,000.00	\$8,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Purchasing 15 iPads to support students in their learning	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,235.00	\$6,600.00
Totals			\$8,235.00	\$6,600.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Book whole staff Literacy professional development in Term 2 with Misty.	✓ Principal	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day 	<ul style="list-style-type: none"> ✓ External consultants Misty Adoniou 	<ul style="list-style-type: none"> ✓ On-site
Learning specialists in Literacy and Numeracy create a 12 month professional development plan.	✓ Leadership Team	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Planning ✓ Design of formative assessments ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Learning Specialist ✓ Literacy Leaders 	<ul style="list-style-type: none"> ✓ On-site
Develop staff understanding of student conferences and best practice	✓ Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Communities of Practice ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
Introduce student conferences	✓ Learning Specialist(s)	from: Term 2 to: Term 2	<ul style="list-style-type: none"> ✓ Preparation ✓ Student voice, including input and feedback ✓ Demonstration lessons 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Communities of Practice ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
PD all staff on co-teaching and co-learning strategies	✓ Leadership Team	from: Term 1	<ul style="list-style-type: none"> ✓ Design of formative assessments 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site

		to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback			
Provide PLT leaders with Faces on the Data professional reading to build knowledge	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide PLT leaders with Faces on the Data professional reading to build knowledge	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Data walls used as an ongoing tool to drive student learning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Enlist Adam Voigt in a 3-year Real Schools Partnership	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Adam Voigt	<input checked="" type="checkbox"/> On-site
Curriculum PL Day - Restorative Practices	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Adam Voigt	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Demonstration lessons			
Leader In Me Training	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants FranklinCovey - Kerry Knox	<input checked="" type="checkbox"/> On-site
Book Professional Development in The Leader in Me for all staff	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants FranklinCovey - Kerry Knox	<input checked="" type="checkbox"/> On-site
Book professional development with Adam Voigt	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Adam Voigt	<input checked="" type="checkbox"/> On-site
Allocate time for staff to have professional development of Respectful Relationships	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site