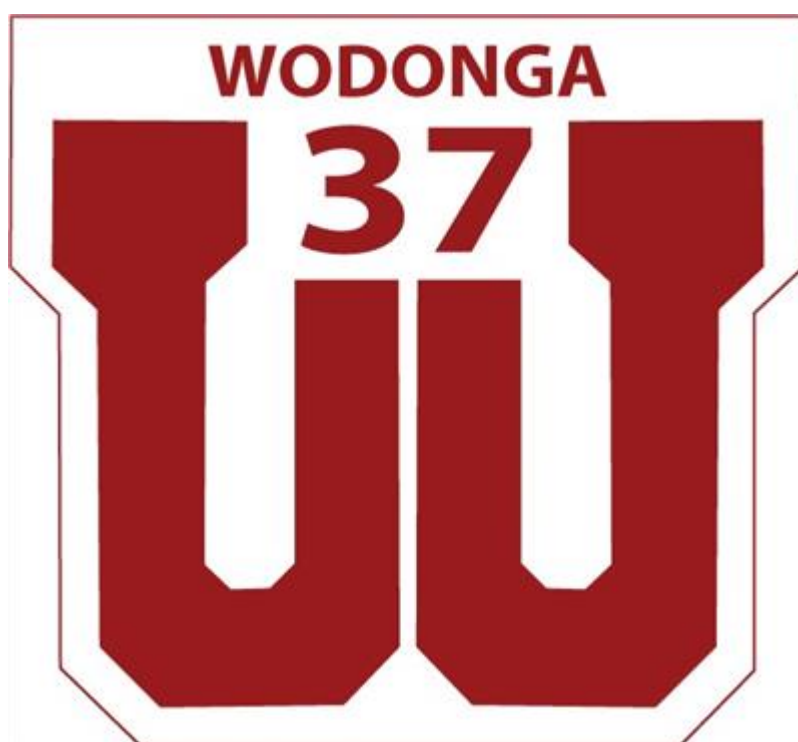


2020 Annual Implementation Plan

for improving student outcomes

Wodonga Primary School (0037)



Submitted for review by Damian Duncan (School Principal) on 18 December, 2019 at 02:13 PM
Endorsed by John Pryor (Senior Education Improvement Leader) on 05 February, 2020 at 03:45 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

| | 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 | Embedding moving towards Excelling |
| | Evaluating impact on learning | Evolving moving towards Embedding |
| Professional leadership | Building leadership teams | Embedding moving towards Excelling |
| | Instructional and shared leadership | Embedding moving towards Excelling |
| | Strategic resource management | Embedding moving towards Excelling |
| | Vision, values and culture | Embedding moving towards Excelling |

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

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

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| Enter your reflective comments | <p>The community involvement in learning engagement is a work in progress that will feed into our 2020 AIP. The review of the FISO areas were agreed upon by all 13 SIT meetings. We use our time will to reflect on practice. The collaboration is meaningful at our school. Student voice and agency is strong, and is a consistent part of our school improvement measures.</p> |
| Considerations for 2020 | <p>Positive Climate for Learning will be a big focus.</p> <p>Building Practice Excellence will continue in 2020.</p> |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | To improve student outcomes in Reading and Maths. |
| Target 1.1 | <p>Year Three and Five VCAA NAPLAN mean data score to be at or above schools with similar characteristics for Reading and Maths</p> <p>Relative growth in VCAA NAPLAN data for students in Years 3 and 5 (Maths and Reading) to be at or above like schools.</p> <p>Teacher Victorian Curriculum judgements to indicate a growth of 10% (2017 current 77.7%) in students achieving a C or above in Reading and Maths</p> |
| Key Improvement Strategy 1.a Building practice excellence | To build a positive mathematical culture where all students believe that mathematics makes sense and that students can learn and get stronger at mathematics. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | To build staff understanding of the Mathematical Proficiencies and their capacity to include the Proficiencies in the planning and implementation of Maths Learning and assessment. |
| Goal 2 | To increase student intellectual engagement to maximise student learning outcomes. |
| Target 2.1 | <p>Relative growth in VCAA NAPLAN data Year 3 and 5 (Reading, Maths, Writing) to be at or above schools with similar characteristics</p> <p>Teacher Victorian Curriculum judgements to indicate growth of 7.6% to reach 85% (Currently 77.4%) in students achieving a C or above in all curriculum areas.</p> |

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| | Department Attitudes to school survey domain of "Effective teacher practice for cognitive engagement" will demonstrate a 10% growth from 2018 baseline data to the 2021 student opinions of "effective teaching time" and "differentiated teaching challenge" categories. |
| Key Improvement Strategy 2.a Intellectual engagement and self-awareness | Increase teacher's capacity to teach meta-cognitive strategies to students. |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | The school works with the community to create a culture of mutual responsibility for independent learning. |
| Goal 3 | Build a leadership structure which enhances learning leaders' capacity to lead and implement change. |
| Target 3.1 | Results from the staff survey indicate the following: <ul style="list-style-type: none"> • Collective efficacy to be above State mean • Leadership visibility to be above State mean • Staff survey to maintain above state results in School Climate and Leadership modules |
| Key Improvement Strategy 3.a Building leadership teams | To support the school's capacity in Instructional & Shared Leadership through the implementation of the DET's Literacy Strategy. |
| Key Improvement Strategy 3.b Building leadership teams | To build transformational leadership processes by year level leaders using the Professional Learning Community model to promote open dialogue and trust |

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| Goal 4 | Sustain and embed previously established PLC philosophies and organisational structures, therefore being able to provide link support to emerging PLC schools. |
| Target 4.1 | <p>This is a one year goal as Wodonga Primary School will be a PLC Link School in 2019. ** DET Funding continued into 2020 ***</p> <p>Establish a culture of collaboration for improvement based on the use of data and evaluation of impact on learning.</p> <p>Increase the area of “Data used to focus and drive collaborative improvement and evaluate impact on learning” from evolving to embedding on the PLC Maturity Matrix in 2019</p> <p>Continue to improve student and teacher attitudes towards Maths – I can learn and understand Maths</p> <p>Improve student outcomes in Maths at C or above by 2.5% based on teacher judgement of the Victorian Curriculum.</p> |
| Key Improvement Strategy 4.a Building leadership teams | Build a distributive leadership model, specific to the PLC Principles, at all levels across the school. |

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 outcomes in Reading and Maths. | Yes | <p>Year Three and Five VCAA NAPLAN mean data score to be at or above schools with similar characteristics for Reading and Maths</p> <p>Relative growth in VCAA NAPLAN data for students in years 3 and 5 (Maths and Reading) to be at or above like schools.</p> <p>Teacher Victorian Curriculum judgements to indicate a growth of 10% (2017 current 77.7%) in students achieving a C or above in Reading and Maths</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>A 2.5% improvement in the teacher Victoria Curriculum judgement at C or above in Maths (currently at 89.5% Dec 2019) to reach 92% by the end of 2020.</p> |
| To increase student intellectual engagement to maximise student learning outcomes. | Yes | <p>Relative growth in VCCA NAPLAN data Year 3 and 5 (Reading, Maths, Writing) to be at or above schools with similar characteristics</p> <p>Teacher Victorian Curriculum judgements to indicate growth of 7.6% to reach 85% (Currently 77.4%) in students achieving a C or above in all curriculum areas.</p> <p>Department Attitudes to school survey domain of "Effective teacher practice for cognitive engagement" will demonstrate a 10% growth from 2018 baseline data to the 2021 student opinions of "effective teaching time" and "differentiated teaching challenge" categories.</p> | <p>Have less than 10% of students in bottom two bands in NAPLAN reading in 2020.</p> <p>An increase in the schools "Effective teacher practice for cognitive engagement" Domain:</p> <ul style="list-style-type: none"> * A 2% increase in the schools "effective teaching time" (currently 84% Dec 2019). * A 2% increase in the schools "differentiated teaching challenge" (currently 84% Dec 2019). |

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| <p>Build a leadership structure which enhances learning leaders capacity to lead and implement change.</p> | <p>No</p> | <p>Results from the staff survey indicate the following:</p> <ul style="list-style-type: none"> • Collective efficacy to be above State mean • Leadership visibility to be above State mean • Staff survey to maintain above state results in School Climate and Leadership modules | |
| <p>Sustain and embed previously established PLC philosophies and organisational structures, therefore being able to provide link support to emerging PLC schools.</p> | <p>Yes</p> | <p>This is a one year goal as Wodonga Primary School will be a PLC Link School in 2019. ** DET Funding continued into 2020 ***</p> <p>Establish a culture of collaboration for improvement based on the use of data and evaluation of impact on learning.</p> <p>Increase the area of “Data used to focus and drive collaborative improvement and evaluate impact on learning” from evolving to embedding on the PLC Maturity Matrix in 2019</p> <p>Continue to improve student and teacher attitudes towards Maths – I can learn and understand Maths</p> <p>Improve student outcomes in Maths at C or above by 2.5% based on teacher judgement of the Victorian Curriculum.</p> | <p>Increase our "High Touch" schools to 3 in our network in 2020.</p> <p>Mentor Wangaratta West LINK school through termly meetings and connections.</p> |

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| Goal 1 | To improve student outcomes in Reading and Maths. | |
| 12 Month Target 1.1 | A 2.5% improvement in the teacher Victoria Curriculum judgement at C or above in Maths (currently at 89.5% Dec 2019) to reach 92% by the end of 2020. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Building practice excellence | To build a positive mathematical culture where all students believe that mathematics makes sense and that students can learn and get stronger at mathematics. | No |
| KIS 2 Curriculum planning and assessment | To build staff understanding of the Mathematical Proficiencies and their capacity to include the Proficiencies in the planning and implementation of Maths Learning and assessment. | 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. | This KIS will assist our SIT and Staff in reviewing and creating consistency in our Mathematics Instructional Model, resultant due to our growth in pedagogy. | |
| Goal 2 | To increase student intellectual engagement to maximise student learning outcomes. | |
| 12 Month Target 2.1 | <p>Have less than 10% of students in bottom two bands in NAPLAN reading in 2020.</p> <p>An increase in the schools "Effective teacher practice for cognitive engagement" Domain:</p> <p>* A 2% increase in the schools "effective teaching time" (currently 84% Dec 2019).</p> <p>* A 2% increase in the schools differentiated teaching challenge" (currently 84% Dec 2019).</p> | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| KIS 1 Intellectual engagement and self-awareness | Increase teachers capacity to teach meta-cognitive strategies to students. | No |
| KIS 2 Intellectual engagement and self-awareness | The school works with the community to create a culture of mutual responsibility for independent learning. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | This KIS was a strategy we planned to do in the 2019 AIP. Due to the amount of time it took to develop the teacher capacity in intellectual engagement, this goal was not achieved in 2019. . | |
| Goal 3 | Sustain and embed previously established PLC philosophies and organisational structures, therefore being able to provide link support to emerging PLC schools. | |
| 12 Month Target 3.1 | Increase our "High Touch" schools to 3 in our network in 2020. Mentor Wangaratta West LINK school through termly meetings and connections. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Building leadership teams | Build a distributive leadership model, specific to the PLC Principles, at all levels across the school. | Yes |

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| <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>Increase consistency our PLC/PLT/Team meeting approach with the SIT. This will accommodate the development of consistent Inquiry Cycles, as well as weekly focus by teams.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> - protocols of monitoring and evaluating the team's goal in the IC - planning documents, - delegation, - accountability measures and, - ease of use by classroom teachers. |
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Define Actions, Outcomes and Activities

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| Goal 1 | To improve student outcomes in Reading and Maths. |
| 12 Month Target 1.1 | A 2.5% improvement in the teacher Victoria Curriculum judgement at C or above in Maths. (currently at 89.5% Dec 2019) to reach 92% by the end of 2020. |
| KIS 1 Curriculum planning and assessment | To build staff understanding of the Mathematical Proficiencies and their capacity to include the Proficiencies in the planning and implementation of Maths Learning and assessment. |
| Actions | To commit to aligned assessment approaches with the newly refined instructional model. Establish teacher's pedagogies around the knowledge, skills, behaviours and dispositions in mathematics learning through staff professional development |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> Articulate how to solve a Maths problem Be able to explain how they plan monitor and reflect on their learning goals Engage in open and challenging tasks Exercise agency in their approach to Maths learning Demonstrate their use of the 4 Proficiencies in Maths Create maths learning goals with teacher Peer and self assess to identify the next step in their learning Articulate the 4 proficiencies in Maths learning <p>Teachers will:</p> <ul style="list-style-type: none"> Use instructional model / pedagogical model that delivers the knowledge, skills, behaviours and dispositions that student need in order to use mathematics in a wide range of situations. Use and agreed model for Maths learning Use 4 proficiencies in Maths learning Monitor student understanding and progress Develop and deliver open and challenging maths tasks Provide opportunity for students to have agency in their maths learning support students to plan, monitor and reflect on their learning in mats. |

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| | <p>Leaders will: Create a mathematics instructional/pedagogical model Explore the elements of the DET Pedagogical model as a reference when developing our school approach Monitor the teachers confidence and capacity to implement the new model and aligning assessment within the instruction model Inform the community about our approach to maths learning at Wodonga Primary School</p> | | | |
| Success Indicators | <p>Accurately triangulation of Maths achievement through using essential assessment, Maths tracker and team moderation. Staff PDP goals A new mathematics instructional model Moderated data in Maths Effective implementation of the newly developed Equity Support Teachers</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| PLC Inquiry Link leader involved in Team PLC and SIT meetings | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Learning Specialist Coaching Release | <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$63,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| SIT Summit | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |

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| Staff PLTs focusing on Mathematical Instructional model | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Bastow professional development on pupil free day (Leading Maths team) | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Moderation using the VCAA and ACARA guides in PLTs/PLCs/Collaboration | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Student Shadowing (Leading Maths Initiative) | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Trial new reporting to families | <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 |
| 2 equity support teachers to help close the gap with literacy and numeracy outcomes for our equity funded students at risk with learning. | <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$214,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Teachers to participate in at least one maths moderation a term | <input checked="" type="checkbox"/> Learning Specialist(s) <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 |
| Align teacher understanding of Mathematics assessment with the DET Birth to 10 Numeracy Guide | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Exploring with staff options for student / teacher reporting | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Trial new reporting format and seek feedback from families and staff | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Students will develop knowledge, skills, behaviours and dispositions that they need in order to use mathematics in a wide range of situations. Articulating how they solve a problem. | <input checked="" type="checkbox"/> Student(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Students will use metacognitive strategies to plan, monitor and reflect on their learning in maths | <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 |

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| Students will improve outcomes through engaging in open ended and challenging tasks | <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 |
| Students will exercise agency in their approach to Maths learning | <input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Students will demonstrate their use of the 4 Proficiencies in Maths learning | <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 |
| Collaborate in providing an instructional/pedagogical model that delivers the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Ensure consistency of formative assessment protocols to monitor student understanding and progress | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Provide opportunities for students to demonstrate their use of the 4 Proficiencies in Maths learning | <input checked="" type="checkbox"/> Learning Specialist(s) <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 |

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| Teachers communicate and liaise with Equity Support teachers around the needs of the equity funded students in their classes | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Explore and use the DET pedagogical model as a reference when developing a new whole school approach to teaching mathematics | <input checked="" type="checkbox"/> Leadership Team <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 |
| Create meeting schedules that support the exploration and development | <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 |
| Goal 2 | To increase student intellectual engagement to maximise student learning outcomes. | | | |
| 12 Month Target 2.1 | Have less than 10% of students in bottom two bands in NAPLAN reading in 2020. An increase in the schools "Effective teacher practice for cognitive engagement" Domain: * A 2% increase in the schools "effective teaching time" (currently 84% Dec 2019). * A 2% increase in the schools differentiated teaching challenge" (currently 84% Dec 2019). | | | |
| KIS 1 Intellectual engagement and self-awareness | The school works with the community to create a culture of mutual responsibility for independent learning. | | | |
| Actions | Ensure transparency of student agency and engagement focuses with school community. Develop structures and supports to instill a culture of student driven learning. | | | |

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| | Reinvigorate Visible Learning and home learning initiatives across the school. |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> Articulate how they can have an impact on their own learning - Understand the their role in learning - Use the metacognitive strategies of... planning, monitoring and reflecting - Describe how they use the my thinking brain and Learner Qualities - Be able to plan, reflect and monitor their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Become proficient in their ability to use metacognitive strategies - Build student capacity to use my thinking brain and learner qualities - Teach intellectual engagement <p>Leadership will:</p> <ul style="list-style-type: none"> - Enable professional learning opportunities for staff around intellectual engagement - Liaise closely with ES administration staff to use FB and Compass, informing parents and future parents on intellectual engagement - Use the bulletin to share best practice in Meta-cognitive strategies - Re-establish learning walks with a focus on student driven learning |
| Success Indicators | <p>Attitudes to School Survey Results Increase in sharing meta-cognitive strategies with the community 2020 Social Media presence will indicate success with this goal Staff PDP goals Learning walk data</p> |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|--|---|--|----------------------------------|--|
| Education week activities - Community Night - Meta cognitive Strategies | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Whole School Planning Matrix Developed | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Development to support Meta cognition in practice | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Staff PLTs focusing on AIP Goal #2 | <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 |
| Consistent Learning Walks throughout the school collating data on meta-cognition in practice | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |

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| Actions from Home Learning Task Force to improve and resource home learning at WPS | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$30,000.00 <input type="checkbox"/> Equity funding will be used |
| Students articulating and having a voice in school wide initiatives impacting their learning | <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 |
| Students utilizing and practice known metacognitive strategies | <input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Teachers to become proficient in their ability to apply the "My Thinking Brain" meta-cognitive concept and sharing "Good News from School" re students using metacognitive strategies. | <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 |
| Present students with "My Thinking Brain" award at Year Level Assemblies each term | <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 |
| Participate with colleagues in student shadowing initiative | <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 |

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| Utilise the planned matrix for teaching intellectual engagement | <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 |
| Daily and weekly planning to include explicit teaching of the skills, behaviors and metacognitive strategies | <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 |
| Share on social media how we are using it in the classroom (newsletters) | <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 |
| Plan for and provide a meeting schedule that enables professional learning opportunities for staff around intellectual engagement | <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 |
| Ensure the language of the "My Thinking Brain" is present in our community events | <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 |
| Facilitate a metacognition night to share with the community our learning | <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 |

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| Develop a task force to investigate and action home learning policy and processes at Wodonga Primary School | <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 |
| Goal 3 | Sustain and embed previously established PLC philosophies and organisational structures, therefore being able to provide link support to emerging PLC schools. | | | |
| 12 Month Target 3.1 | Increase our "High Touch" schools to 3 in our network in 2020. Mentor Wangaratta West LINK school through termly meetings and connections. | | | |
| KIS 1 Building leadership teams | Build a distributive leadership model, specific to the PLC Principles, at all levels across the school. | | | |
| Actions | Sustain our Inquiry Link Leader 0.6 Identify areas of strength and areas of improvement for the school as represented in the PLC Maturity Matrix Increase consistency our PLC/PLT/Team meeting approach with the SIT. This will accommodate the development of consistent Inquiry Cycles, as well as weekly focus by teams. Nominate a focus area that the school could support a Ovens Murray (Alpine and Wodonga/Indigo networks) to develop their practice. Engage with network schools the shift in WPS model of PLCs. Demonstrate the reflective practices that have engendered the 2020 changes. | | | |
| Outcomes | Our PLCs will track and monitor individual students, subgroups and whole school progress. Our PLC's will be agile and effective at using a wide range of data for improvement. Our PLC's will use a range of evidence to provide feedback on teaching practice and student learning. External schools will engage with our PLC Link leader throughout the year. Our PLC Link leader will have mentored external schools using the PLC Matrix and PLC knowledge to improve external school understanding of effective PLC's | | | |
| Success Indicators | The PLC Matrix will be used to monitor our school progress and growth throughout 2019. The DET PLC link Manager database will indicate our school engagement and connection with extra schools seeking support. | | | |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|--|----------------------------------|--|
| Adjust in our PLC IC documentation to reflect the growth in our practice as a whole school | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| All teachers sharing roles within the PLC implementation process. Potentially including "Chair, data analysis, research provider, minute taking, timekeeper, action tracker" within meetings. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Induction for new Staff and Support for new Learning Specialists | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| PLC Open Day. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Work with local primary schools (particularly small schools) to establish cluster PLCs - generalist teachers - specialist subject teachers | <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal | <input 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 | \$306,000.00 | 0.00 |
| Additional Equity funding | \$159,000.00 | \$159,000.00 |
| Grand Total | \$465,000.00 | \$159,000.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|-----------------------|--|----------------------------|-------------------|
| Learning Specialist Coaching Release | From Term 1 to Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$63,000.00 | \$63,000.00 |
| Bastow professional development on pupil free day (Leading Maths team) | From Term 2 To Term 2 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$5,000.00 | \$5,000.00 |
| Student Shadowing (Leading Maths Initiative) | From Term 2 to Term 4 | <input checked="" type="checkbox"/> CRT | \$12,000.00 | \$12,000.00 |
| 2 equity support teachers to help close the gap with literacy and numeracy outcomes for our equity funded students at risk with learning. | From Term 1 to Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$214,000.00 | \$214,000.00 |
| Education week activities - Community Night - Meta cognitive Strategies | From Term 2 To Term 2 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$2,000.00 | |
| Professional Development to support Meta cognition in practice | From Term 2 To Term 3 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$10,000.00 | |
| Totals | | | \$306,000.00 | |

Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|--------------------------|---|----------------------------|---------------------|
| Essential Assessment (Maths) | From Term 1 To Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$5,500.00 | \$5,500.00 |
| DET Area Forums | From Term 1 To Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$10,000.00 | \$10,000.00 |
| Essential Assessment | From Term 1 To Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$5,500.00 | \$5,500.00 |
| Building Works in response to school growth | From Term 1 To Term 4 | <input checked="" type="checkbox"/> Assets | \$25,000.00 | \$25,000.00 |
| Student Engagement Leader | From Term 1 To Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$113,000.00 | \$113,000.00 |
| Totals | | | \$159,000.00 | \$159,000.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|--|-----------------------|---|--|--|--|
| PLC Inquiry Link leader involved in Team PLC and SIT meetings | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | From Term 1 to Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Learning Specialist Coaching Release | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator | From Term 1 to Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| SIT Summit | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team | From Term 1 to Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Local conference site to ensure sustained and uninterrupted focus. Outside of school hours. |

| | | | | | | |
|---|--|-----------------------|---|--|--|---|
| Staff PLTs focusing on Mathematical Instructional model | <input checked="" type="checkbox"/> All Staff | 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"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Bastow professional development on pupil free day (Leading Maths team) | <input checked="" type="checkbox"/> All Staff | From Term 2 to Term 2 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Moderation using the VCAA and ACARA guides in PLTs/PLCs/Collaboration | <input checked="" type="checkbox"/> All Staff | 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"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Student Shadowing (Leading Maths Initiative) | <input checked="" type="checkbox"/> Teacher(s) | From Term 2 to Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Align teacher understanding of Mathematics assessment with the DET Birth to 10 Numeracy Guide | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | From Term 1 to Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|---|--|-----------------------|---|---|---|---|
| Students will develop knowledge, skills, behaviours and dispositions that they need in order to use mathematics in a wide range of situations. Articulating how they solve a problem. | <input checked="" type="checkbox"/> Student(s) | From Term 1 to Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Collaborate in providing an instructional/pedagogical model that delivers the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | From Term 1 to Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Provide opportunities for students to demonstrate their use of the 4 Proficiencies in Maths learning | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | From Term 1 to Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Professional Development to support Meta cognition in practice | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | From Term 2 to Term 3 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants Immersive Education | <input checked="" type="checkbox"/> On-site |
| Staff PLT's focusing on AIP Goal #2 | <input checked="" type="checkbox"/> Teacher(s) | From Term 1 to Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|-----------------------|---|---|--|---|
| Teachers to become proficient in their ability to apply the "My Thinking Brain" meta-cognitive concept and sharing "Good News from School" re students using metacognitive strategies | <input checked="" type="checkbox"/> Teacher(s) | From Term 1 to Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Adjust in our PLC IC documentation to reflect the growth in our practice as a whole school | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | From Term 1 to Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| All teachers sharing roles within the PLC implementation process. Potentially including "Chair, data analysis, research provider, minute taking, timekeeper, action tracker" within meetings. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | From Term 1 to Term 4 | <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"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |