

# 2019 Annual Implementation Plan

## for improving student outcomes

Nungurner Primary School (4226)



Submitted for review by Emma Steele (School Principal) on 09 December, 2018 at 04:03 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

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

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	
	Intellectual engagement and self-awareness	

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

<b>Enter your reflective comments</b>	<p>With a change of leadership and two new staff members 2018 has been a year of significant change at Nungurner Primary School. Whilst we have kept our AIP goals at the forefront of our work it has been necessary to move more slowly than anticipated to ensure that we develop shared understandings and consistency of practice across the school. Participation in the Area Reading Strategy has assisted us to develop a consistent Instructional Model for reading across the school and improve student literacy outcomes. Independent Reading is established across the school and students are engaged in their reading. The implementation of CAFE reading strategies is assisting students to articulate the strategies that they use when reading. Students are also using a wider range of reading strategies. Staff have developed understandings of Literacy Circles, Reciprocal Reading and Guided Reading. Students identified as at risk have been assessed and provided with intervention. Referrals have been made to Speech Pathologists, Occupational Therapists and a Behavioural Optometrist, to seek diagnosis and support for students performing below expected levels in Literacy. We have worked to improve our students spelling. Our P-2 students have worked heavily on developing knowledge of common words and grade 3-6 students have used Words their Way to improve graphemic knowledge. Work in 2019 will involve developing a whole school approach for spelling P-6.</p> <p>Our work in the PLC has been challenging but rewarding in 2019. It has assisted our staff to work collaboratively to build</p>
---------------------------------------	--

	<p>practice excellence and has assisted them to develop richer understandings of curriculum and assessment. Pre and Post Assessment was used to monitor student learning and it was rewarding to see considerable growth in student learning outcomes.</p> <p>Whilst we explored Student Goal Setting and Feedback this goal was not fully achieved in 2018. Staff have developed clearer understandings through professional development days.</p>
<b>Considerations for 2020</b>	<ul style="list-style-type: none"> <li>* To ensure that our students are familiar with NAPLAN structure and are able to demonstrate their abilities within NAPLAN assessments.</li> <li>* To develop a whole school approach to Spelling, explore systematic phonological and phonemic awareness P-2 - 'Letters and Sounds - UK'</li> <li>* Implement goal setting and feedback to students, begin with literacy.</li> <li>* Continue to plan for intervention support for students at risk. Work with allied health to support students with additional needs.</li> </ul>
<b>Documents that support this plan</b>	2018 Reflection - staff.pdf (0.4 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	<ul style="list-style-type: none"> <li>Continuous improvement in teaching and learning across all areas.</li> </ul>
<b>Target 1.1</b>	<p>Students</p> <p>All students will achieve <i>at least</i> 1 year's progress for 1 year's input in all areas.</p> <ul style="list-style-type: none"> <li>Students will become powerful learners and will be able to articulate and successfully use a range of learning strategies. They will achieve the standards at level 2, level 4 and level 6 of the 'Critical and Creative Thinking' and 'Personal and Social Learning' strands of the Victorian Curriculum.</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>Teachers will regularly evaluate the impact of teaching on students learning and have the knowledge and skills to adapt teaching methods where necessary.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Provide differentiated learning for all students in literacy.
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>Improve student outcomes in numeracy.</li> </ul>
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>All students will achieve <i>at least</i> 1 year's progress for 1 year's input with those above or below expected level being accelerated.</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Continue to build teacher knowledge in numeracy using a problem solving approach.

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Document whole school curriculum. Develop units of work and formative assessment tasks to teach key concepts in numeracy
<b>Goal 3</b>	<ul style="list-style-type: none"> <li>Higher levels of engagement experienced by students through active, personal learning.</li> </ul>
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>Students will identify the learning they do at school as relevant and meaningful to them.</li> </ul> <p>This will be shown in school based student perception surveys, administered at least once per year to all students as well as DET student attitudes to school survey and corroborated in Parent Opinion surveys.</p>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Through goal setting and feedback develop students metacognitive capacity.
<b>Goal 4</b>	<ul style="list-style-type: none"> <li>Develop students' social and emotional capacity so that they become flexible and resilient learners</li> </ul>
<b>Target 4.1</b>	<ul style="list-style-type: none"> <li>Students will have the personal and interpersonal skills they need to be safe, healthy and happy.</li> </ul> <p>(This will be evidenced by progression through the achievement standards outlined in the Personal and Social Learning Capabilities in the Victorian curriculum and by responses to the school based student perceptions survey.)</p>
<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	....

<b>Goal 5</b>	<ul style="list-style-type: none"> <li>• Effectively allocate and use resources to improve learning outcomes, engagement and wellbeing.</li> <li>• Ensure the school has a positive public profile.</li> </ul>
<b>Target 5.1</b>	<ul style="list-style-type: none"> <li>• Targeted use of school resources will: <ul style="list-style-type: none"> <li>• enable the development of a Learning Statement for Nungurner, leading to improved student learning</li> <li>• enable staff to participate in numeracy PD to improve student learning in maths</li> <li>• achieve continued improvement in teaching and learning</li> <li>• enhance levels of student engagement and wellbeing</li> </ul> </li> </ul>
<b>Key Improvement Strategy 5.a</b> Vision, values and culture	Ensure school vision and values accurately reflect school community aspirations, and are visible and understood by all.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> <li>Continuous improvement in teaching and learning across all areas.</li> </ul>	Yes	<p>Students</p> <p>All students will achieve <i>at least</i> 1 year's progress for 1 year's input in all areas.</p> <ul style="list-style-type: none"> <li>Students will become powerful learners and will be able to articulate and successfully use a range of learning strategies. They will achieve the standards at level 2, level 4 and level 6 of the 'Critical and Creative Thinking' and 'Personal and Social Learning' strands of the Victorian Curriculum.</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>Teachers will regularly evaluate the impact of teaching on students learning and have the knowledge and skills to adapt teaching methods where necessary.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Differentiated teaching will enable all students to achieve at least one year's growth in learning.</p>

<ul style="list-style-type: none"> <li>Improve student outcomes in numeracy.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>All students will achieve <i>at least</i> 1 year's progress for 1 year's input with those above or below expected level being accelerated.</li> </ul>	Consistent curriculum documentation and assessment will allow students to achieve at least a year's progress in numeracy learning, with 10% of children achieving above expected level.
<ul style="list-style-type: none"> <li>Higher levels of engagement experienced by students through active, personal learning.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Students will identify the learning they do at school as relevant and meaningful to them.</li> </ul> <p>This will be shown in school based student perception surveys, administered at least once per year to all students as well as DET student attitudes to school survey and corroborated in Parent Opinion surveys.</p>	Student Attitudes to School data to show an improvement of 10% in the domain of student voice and agency.
<ul style="list-style-type: none"> <li>Develop students' social and emotional capacity so that they become flexible and resilient learners</li> </ul>	No	<ul style="list-style-type: none"> <li>Students will have the personal and interpersonal skills they need to be safe, healthy and happy.</li> </ul> <p>(This will be evidenced by progression through the achievement standards outlined in the Personal and Social Learning Capabilities in the Victorian curriculum and by responses to the school based student perceptions survey.)</p>	
<ul style="list-style-type: none"> <li>Effectively allocate and use resources to improve learning outcomes, engagement and wellbeing.</li> <li>Ensure the school has a positive public profile.</li> </ul>	No	<ul style="list-style-type: none"> <li>Targeted use of school resources will: <ul style="list-style-type: none"> <li>enable the development of a Learning Statement for Nungurner, leading to improved student learning</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• enable staff to participate in numeracy PD to improve student learning in maths</li> <li>• achieve continued improvement in teaching and learning</li> <li>• enhance levels of student engagement and wellbeing</li> </ul>	
--	--	---	--

<b>Goal 1</b>	<ul style="list-style-type: none"> <li>• Continuous improvement in teaching and learning across all areas.</li> </ul>	
<b>12 Month Target 1.1</b>	Differentiated teaching will enable all students to achieve at least one year's growth in learning.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Provide differentiated learning for all students in literacy.	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.	School-wide data, NAPLAN data highlights a need to invest greater focus and resources on catering to the literacy learning of students deemed at risk. Students entering Prep, on the whole, are entering with poor language skills and are not ready for formal literacy learning. For a number of our students, particularly males, in the P-2 area there is a need to implement systematic teaching of letters and sounds as student spelling results in NAPLAN were well below the state mean. We have slightly shifted our focus towards literacy as our data shows that this is the area requiring the greatest focus. Involvement in the Area Reading Strategy will assist us to cater to the needs of all students, including those deemed at risk. In addition we will also implement further intervention for students performing below standard, we will employ teacher aides to ensure that consistent and regular intervention occurs.	
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>• Improve student outcomes in numeracy.</li> </ul>	

<b>12 Month Target 2.1</b>	Consistent curriculum documentation and assessment will allow students to achieve at least a year's progress in numeracy learning, with 10% of children achieving above expected level.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Continue to build teacher knowledge in numeracy using a problem solving approach.	No
<b>KIS 2</b> Curriculum planning and assessment	Document whole school curriculum. Develop units of work and formative assessment tasks to teach key concepts in numeracy	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.	Whilst Nungurner will continue to participate in the Numeracy PLC with Swifts Creek and Omeo Primary Schools in 2019 our school and system level data shows that our numeracy goals are currently being achieved. To maintain this achievement we will continue to work with Swifts Creek and Omeo to develop and document whole school units of work and formative assessment tasks.	
<b>Goal 3</b>	<ul style="list-style-type: none"> <li>Higher levels of engagement experienced by students through active, personal learning.</li> </ul>	
<b>12 Month Target 3.1</b>	Student Attitudes to School data to show an improvement of 10% in the domain of student voice and agency.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Intellectual engagement and self-awareness	Through goal setting and feedback develop students metacognitive capacity.	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.

The implementation of student goal setting and feedback was a goal in our 2018 AIP and was not fully implemented. Our 2018 Student Attitude to School survey data showed that our students lacked confidence as learners. We believe that by focusing on student goal setting we will empower our students as learners and assist them to develop greater confidence and resilience as learners. To develop both staff and student's capabilities we will focus on developing goal setting and feedback in student's reading and writing.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<ul style="list-style-type: none"> <li>Continuous improvement in teaching and learning across all areas.</li> </ul>
<b>12 Month Target 1.1</b>	Differentiated teaching will enable all students to achieve at least one year's growth in learning.
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Provide differentiated learning for all students in literacy.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implementation of Fountas and Pinnell Benchmark Assessment in Literacy used to identify individual learning needs.</li> <li>- I.L.P. to be developed for students at risk.</li> <li>- Continued implementation of Area Reading strategy.</li> <li>- Development of whole school Phonological and Phonemic Awareness program to increase students ability to blend and segment words in reading and writing.</li> <li>- Employment of Aides to provide additional assistance to small targeted groups and individuals.</li> <li>- Literacy groupings to be fluid across P-6 so that individual needs are catered for, shared planning in PLT for literacy focuses with a focus on data, using Fountas and Pinnell Literacy Continuum to plan for the next step in learning for students</li> <li>- Development of student goal setting and feedback in reading and writing, to empower students as learners.</li> </ul>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Able to articulate the strategies that they use when reading and writing</li> <li>- Improved confidence and greater independence when learning</li> </ul> <p>Teachers / Leaders:</p> <ul style="list-style-type: none"> <li>- Continued implementation of the Area Reading Strategy instructional model for reading, with a focus on incorporating student feedback and goal setting</li> <li>- Work in PLT, using student data to identify student learning needs and shared planning to support individual learning needs.</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>- Greater parent involvement in student learning, home reading valued and supported by families.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Ongoing monitoring of student progress will show achievement of specific knowledge / skills, as identified in I.L.P. - use of Fountas and Pinnell assessment</li> <li>- Student attitude to school survey to demonstrate improved confidence as learners</li> <li>- Student Reading diaries used to identify families undertaking home reading</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use Fountas and Pinnell Assessment data to form teaching groups and identify individual learning needs.	<input checked="" type="checkbox"/> Principal <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
Establish a Reading Community - use unit of work from Keay Cobbin to establish the reading environment P-6. Reading Block to be taught together, using flexible groupings to cater for individual needs of students. Teacher and Integration Aides to support small groups of students and allow teachers to provide targeted intervention for students at risk.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop whole school approach to phonological and phonemic awareness. Staff to undertake professional reading and explore phonological and phonemic awareness programs, Sound Waves, Words Their Way and Letters and Sounds (U.K. Systematic Approach)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Incorporate student goal setting and feedback in reading and writing to empower students in their learning. Develop shared knowledge and consistent approaches during term 1 and begin implementing term 2 and embed in term 3 and 4.	<input checked="" type="checkbox"/> Principal <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
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>Improve student outcomes in numeracy.</li> </ul>			
<b>12 Month Target 2.1</b>	Consistent curriculum documentation and assessment will allow students to achieve at least a year's progress in numeracy learning, with 10% of children achieving above expected level.			
<b>KIS 1</b> Curriculum planning and assessment	Document whole school curriculum. Develop units of work and formative assessment tasks to teach key concepts in numeracy			

<b>Actions</b>	Through continued involvement in our Numeracy PLC with Swifts Creek and Omeo Primary Schools staff will work collaboratively across schools to build their knowledge of the teaching and learning of mathematical concepts. Staff will undertake a cycle of learning; developing understandings of the attitudes, skills and knowledge that we expect students to achieve at each stage of learning; developing common assessment tasks for pre and post assessment, building shared understandings of a range of teaching strategies to support students in their learning, differentiate learning tasks to meet the needs of individual students, document units of work for future reference and consistent practice. Staff will conduct observation and feedback to build one another's teaching capacity.			
<b>Outcomes</b>	Students: Students will have a positive attitude towards mathematics learning, will be prepared to take risks in their learning and maintain focus on learning tasks. Students will have demonstrated growth in their learning. Teachers / Leaders: Teachers self-efficacy will increase, as they see growth in student learning outcomes and develop deeper professional understandings the PLC processes will be valued by staff.			
<b>Success Indicators</b>	Student data - pre and post assessment tasks Student reflection / feedback used to gauge attitudes towards mathematics learning. Teachers / Leaders: Staff reflection at PLC meetings, used to gauge staff efficacy. Staff opinion survey			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Inquiry Cycle 1 - Development of Place Value Unit of Work with PLC team. Throughout this unit staff will develop shared understandings of Place Value and strategies to assist students with their learning. Common Assessment task developed and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of place value. See PLC Plan and Pacing guide for further information.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$720.00  <input type="checkbox"/> Equity funding will be used
Inquiry Cycle 2 - Development of Addition and Subtraction Unit of Work with PLC team. Throughout this unit staff will develop shared understandings of addition and subtraction and strategies to assist students with their learning. Common Assessment task developed	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$720.00

and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of addition and subtraction. See PLC Plan and Pacing guide for further information.				<input type="checkbox"/> Equity funding will be used
Inquiry Cycle 3 - Revise multiplication unit and develop division Unit of Work with PLC team. Throughout this unit staff will develop shared understandings of multiplication and division and strategies to assist students with their learning. Common Assessment task developed and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of multiplication and division. See PLC Plan and Pacing guide for further information.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$720.00  <input type="checkbox"/> Equity funding will be used
Inquiry Cycle 4 - Development of Fractions Unit of Work with PLC team. Throughout this unit staff will develop shared understandings of fractions and decimals and strategies to assist students with their learning. Common Assessment task developed and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of fractions and decimals. See PLC Plan and Pacing guide for further information.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$720.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	• Higher levels of engagement experienced by students through active, personal learning.			
<b>12 Month Target 3.1</b>	Student Attitudes to School data to show an improvement of 10% in the domain of student voice and agency.			
<b>KIS 1</b> Intellectual engagement and self-awareness	Through goal setting and feedback develop students metacognitive capacity.			
<b>Actions</b>	Students and staff will work together to set personal learning goals and to give feedback on learning. Staff will focus on developing student goal setting and feedback within reading and writing. Our first professional development day in 2019 will focus on establishing a reading community at NPS. We will develop a shared understanding of how to incorporate goal setting and feedback within the reading and writing block. Our reading and writing block will be structured to allow time for feedback and future goal setting with students. Students will participate in the parent / teacher interviews - sharing			

<b>Outcomes</b>	<p>Students to be empowered as learners, being aware of their learning goals and next step in their learning. By setting small achievable steps together with our students we hope for them to be greater agents in their learning. Taking responsibility and developing greater confidence as learners.</p> <p>Teachers will develop the skills to give and receive feedback to students, focusing on learning and effort. Goal Setting and Feedback will become an ongoing process, throughout the school and the curriculum.</p>			
<b>Success Indicators</b>	<p>Student attitude to school survey data - student confidence to increase.</p> <p>Evidence of feedback and teacher/student goal setting in documentation - in reading journal, writing book.</p> <p>Student comments - Mid Year and End of Year reports</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Our first professional development day in 2019 will focus on establishing a reading community at NPS. We will develop a shared understanding of how to incorporate goal setting and feedback within the reading and writing block.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Our reading and writing block will be structured to allow time for feedback and future goal setting with students.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Students will participate in the parent / teacher interviews - sharing their learning goals and next steps in their learning</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Teachers to use professional practice day to observe student goal setting and feedback in a classroom, Tambo Upper / Lakes Entrance Primary School</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$720.00</p> <p><input type="checkbox"/> Equity funding will be used</p>



## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish a Reading Community - use unit of work from Key Cobbin to establish the reading environment P-6. Reading Block to be taught together, using flexible groupings to cater for individual needs of students. Teacher and Integration Aides to support small groups of students and allow teachers to provide targeted intervention for students at risk.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
<b>Totals</b>			<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Use Fountas and Pinnell Assessment data to form teaching groups and identify individual learning needs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a Reading Community - use unit of work from Key Cobbin to establish the reading environment P-6. Reading Block to be taught together, using flexible groupings to cater for individual needs of students. Teacher and Integration Aides to support small groups of students and allow teachers to provide targeted intervention for students at risk.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources  Key Cobbin - Gippsland Area Reading Strategy - Professional Learning to form the basis of our understanding.	<input checked="" type="checkbox"/> On-site
Develop whole school approach to phonological and phonemic awareness. Staff to undertake professional reading and explore phonological and phonemic awareness programs, Sound Waves, Words Their Way	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

and Letters and Sounds (U.K. Systematic Approach)						
Incorporate student goal setting and feedback in reading and writing to empower students in their learning. Develop shared knowledge and consistent approaches during term 1 and begin implementing term 2 and embed in term 3 and 4.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Inquiry Cycle 1 - Development of Place Value Unit of Work with PLC team. Throughout this unit staff will develop shared understandings of Place Value and strategies to assist students with their learning. Common Assessment task developed and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of place value. See PLC Plan and Pacing guide for further information.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  Mathematics Curriculum Companion Numeracy Portal	<input checked="" type="checkbox"/> On-site
Inquiry Cycle 2 - Development of Addition and Subtraction Unit of Work with	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2	<input checked="" type="checkbox"/> Design of formative assessments	<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

<p>PLC team. Throughout this unit staff will develop shared understandings of addition and subtraction and strategies to assist students with their learning. Common Assessment task developed and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of addition and subtraction. See PLC Plan and Pacing guide for further information.</p>		<p>to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Mathematics Curriculum Companion Numeracy Portal</p>	
<p>Inquiry Cycle 3 - Revise multiplication unit and develop division Unit of Work with PLC team. Throughout this unit staff will develop shared understandings of multiplication and division and strategies to assist students with their learning. Common Assessment task developed and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of multiplication and division. See PLC Plan and Pacing guide for further information.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 3 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Mathematics Curriculum Companion Numeracy Portal</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site Visit to Swifts Creek and Omeo Primary Schools for Observation and Feedback</li> </ul>

<p>Inquiry Cycle 4 - Development of Fractions Unit of Work with PLC team. Throughout this unit staff will develop shared understandings of fractions and decimals and strategies to assist students with their learning. Common Assessment task developed and implement to identify student learning needs and differentiate learning for students. Staff will undertake Professional Learning to develop their knowledge of fractions and decimals. See PLC Plan and Pacing guide for further information.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 4 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Our first professional development day in 2019 will focus on establishing a reading community at NPS. We will develop a shared understanding of how to incorporate goal setting and feedback within the reading and writing block.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Kaey Cobbin, Bastow Literacy Leaders. Area Reading Strategy</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Teachers to use professional practice day to observe student goal setting and feedback in a classroom,</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Amplify: Student Voice, Agency and Leadership</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> <p>School visits, Tambo Upper</p>

Tambo Upper / Lakes Entrance Primary School			<input checked="" type="checkbox"/> Student voice, including input and feedback			Primary School or Nungurner Primary School
--	--	--	--	--	--	--