

# 2019 Annual Implementation Plan

## for improving student outcomes

Heathmont East Primary School (4819)



Awaiting for review by School Principal  
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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2020</b>	
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.																					
<b>Target 1.1</b>	<p>Using 2016 data as a benchmark, show continual improvement in the proportion of students who show at least one year of learning growth on teacher judgements in all learning areas.</p> <table border="1" data-bbox="667 560 1868 1010"> <thead> <tr> <th data-bbox="667 560 1093 660">SUBJECT</th> <th data-bbox="1093 560 1583 660">Semester 1 2015 – Semester 1 - 2016 BENCHMARK</th> <th data-bbox="1583 560 1868 660">TARGET</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 660 1093 699">READING</td> <td data-bbox="1093 660 1583 699">84%</td> <td data-bbox="1583 660 1868 699">90%</td> </tr> <tr> <td data-bbox="667 699 1093 737">WRITING</td> <td data-bbox="1093 699 1583 737">83%</td> <td data-bbox="1583 699 1868 737">90%</td> </tr> <tr> <td data-bbox="667 737 1093 815">SPEAKING AND LISTENING</td> <td data-bbox="1093 737 1583 815">94%</td> <td data-bbox="1583 737 1868 815">95%</td> </tr> <tr> <td data-bbox="667 815 1093 853">NUMBER</td> <td data-bbox="1093 815 1583 853">84%</td> <td data-bbox="1583 815 1868 853">90%</td> </tr> <tr> <td data-bbox="667 853 1093 932">MEASUREMENT &amp; GEOMETRY</td> <td data-bbox="1093 853 1583 932">87%</td> <td data-bbox="1583 853 1868 932">90%</td> </tr> <tr> <td data-bbox="667 932 1093 1010">STATISTICS &amp; PROBABILITY</td> <td data-bbox="1093 932 1583 1010">NA(Available early 2017)</td> <td data-bbox="1583 932 1868 1010">90%</td> </tr> </tbody> </table> <p>Using the 2016 data as a benchmark, show continual improvement in the percentage of matched cohort students who achieved high relative gain in NAPLAN literacy and numeracy</p> <p>% of students achieving high relative gain to be at a higher percentage than the state or increase the differential</p>	SUBJECT	Semester 1 2015 – Semester 1 - 2016 BENCHMARK	TARGET	READING	84%	90%	WRITING	83%	90%	SPEAKING AND LISTENING	94%	95%	NUMBER	84%	90%	MEASUREMENT & GEOMETRY	87%	90%	STATISTICS & PROBABILITY	NA(Available early 2017)	90%
SUBJECT	Semester 1 2015 – Semester 1 - 2016 BENCHMARK	TARGET																				
READING	84%	90%																				
WRITING	83%	90%																				
SPEAKING AND LISTENING	94%	95%																				
NUMBER	84%	90%																				
MEASUREMENT & GEOMETRY	87%	90%																				
STATISTICS & PROBABILITY	NA(Available early 2017)	90%																				

	School 2016	State 2016	Differential
READING	32%	25%	7
WRITING	32%	25%	7
SPELLING	19%	25%	-6
GRAMMAR & PUNCTUATION	25%	25%	0
NUMERACY	32%	25%	7

**Using the 2016 data as a benchmark, increase the percentage of students achieving in the top two bands for NAPLAN Year 3 and 5 for literacy and numeracy**

**Percentage of students achieving in the top two bands**

YEAR 3 SUBJECT	BENCHMARK	TARGET
READING	66%	70%
WRITING	70%	75%
SPELLING	65%	70%
GRAMMAR & PUNCTUATION	68%	75%
NUMERACY	59%	65%

YEAR 5 SUBJECT	BENCHMARK	TARGET
READING	60%	65%
WRITING	35%	45%
SPELLING	43%	50%
GRAMMAR & PUNCTUATION	67%	70%
NUMERACY	47%	55%

**Using 2016 data as a benchmark, show improvement in the Parent Opinion Survey scores for the following factors: stimulating learning, learning focus, general satisfaction, student motivation and school connectedness.**

**2016 Parent Opinion Survey – Mean Factor Scores**

<b>FACTOR</b>	<b>BENCHMARK</b>	<b>TARGET</b>
STIMULATING LEARNING	5.85	6.1
LEARNING FOCUS	5.56	5.9
GENERAL SATISFACTION	5.69	5.95
STUDENT MOTIVATION	5.58	5.9
SCHOOL CONNECTEDNESS	5.80	6.1

**Key Improvement Strategy 1.a**  
Building practice excellence

Identify strategically targeted, highly reliable visible teaching strategies across the school in Writing.

**Goal 2**

To empower students to be leaders of their own learning.

**Target 2.1**

In 2017 establish benchmarks for the new DET student survey and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.

	<p>In 2017 establish benchmarks for the school constructed student survey, in line with the Key Improvement Strategies, and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.</p> <p>Reduction in the average days absent per student across Years F – 6 to 12 by 2019.</p> <p><b>School Absence</b></p> <p>2015 data – 15 days average</p>												
<p><b>Key Improvement Strategy 2.a</b> Health and wellbeing</p>	<p>Identify strategies to reduce student attendance</p>												
<p><b>Goal 3</b></p>	<p>To accomplish collective responsibility for student learning, engagement and wellbeing.</p>												
<p><b>Target 3.1</b></p>	<p><b>Using 2016 data as a benchmark, show improvement in the School Staff Survey endorsement percentage across all the components and the overall scores for the school climate and leadership modules.</b></p> <p><b>LEADERSHIP MODULE</b></p> <table border="1" data-bbox="667 1187 1868 1342"> <thead> <tr> <th>Component</th> <th>Benchmark</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Leading Change</td> <td>77.1%</td> <td>82%</td> </tr> <tr> <td>Cultural Leadership</td> <td>76.2%</td> <td>81%</td> </tr> <tr> <td>Flexibility</td> <td>65.2%</td> <td>70%</td> </tr> </tbody> </table>	Component	Benchmark	Goal	Leading Change	77.1%	82%	Cultural Leadership	76.2%	81%	Flexibility	65.2%	70%
Component	Benchmark	Goal											
Leading Change	77.1%	82%											
Cultural Leadership	76.2%	81%											
Flexibility	65.2%	70%											

Intellectual Stimulation	87.5%	92%
Instructional Leadership	73.5%	78%
Parent and Community Involvement	89.9%	94%
Leaders Support for Change	77.8%	82%
Visibility	65.3%	70%
<b>Overall Endorsement Percentage</b>	<b>77.1%</b>	<b>82%</b>

### SCHOOL CLIMATE

Component	Benchmark	Goal
Collective efficacy	90.8%	95%
Collective responsibility	87.5%	92%
Academic emphasis	80.7%	85%
Trust in students and parents	82.9%	87%
Staff trust in colleagues	77.2%	82%
Teacher collaboration	76.7%	81%
Parent and community involvement	86.9%	91%
Collective focus on student learning	91.1%	95%
Guaranteed and viable curriculum	79.2%	84%
Shielding/Buffering	66.7%	71%
<b>Overall Endorsement Percentage</b>	<b>83.5%</b>	<b>88%</b>

**Key Improvement Strategy 3.a**  
Vision, values and culture

Improve student engagement and wellbeing through Positive Education.





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																					
<p>To maximise learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.</p>	<p>Yes</p>	<p><b>Using 2016 data as a benchmark, show continual improvement in the proportion of students who show at least one year of learning growth on teacher judgements in all learning areas.</b></p> <table border="1" data-bbox="786 774 1585 1252"> <thead> <tr> <th data-bbox="786 774 1095 901">SUBJECT</th> <th data-bbox="1095 774 1391 901">Semester 1 2015 – Semester 1 - 2016 BENCHMARK</th> <th data-bbox="1391 774 1585 901">TARGET</th> </tr> </thead> <tbody> <tr> <td data-bbox="786 901 1095 943">READING</td> <td data-bbox="1095 901 1391 943">84%</td> <td data-bbox="1391 901 1585 943">90%</td> </tr> <tr> <td data-bbox="786 943 1095 984">WRITING</td> <td data-bbox="1095 943 1391 984">83%</td> <td data-bbox="1391 943 1585 984">90%</td> </tr> <tr> <td data-bbox="786 984 1095 1058">SPEAKING AND LISTENING</td> <td data-bbox="1095 984 1391 1058">94%</td> <td data-bbox="1391 984 1585 1058">95%</td> </tr> <tr> <td data-bbox="786 1058 1095 1099">NUMBER</td> <td data-bbox="1095 1058 1391 1099">84%</td> <td data-bbox="1391 1058 1585 1099">90%</td> </tr> <tr> <td data-bbox="786 1099 1095 1173">MEASUREMENT &amp; GEOMETRY</td> <td data-bbox="1095 1099 1391 1173">87%</td> <td data-bbox="1391 1099 1585 1173">90%</td> </tr> <tr> <td data-bbox="786 1173 1095 1252">STATISTICS &amp; PROBABILITY</td> <td data-bbox="1095 1173 1391 1252">NA(Available early 2017)</td> <td data-bbox="1391 1173 1585 1252">90%</td> </tr> </tbody> </table> <p><b>Using the 2016 data as a benchmark, show continual improvement in the percentage of matched cohort</b></p>	SUBJECT	Semester 1 2015 – Semester 1 - 2016 BENCHMARK	TARGET	READING	84%	90%	WRITING	83%	90%	SPEAKING AND LISTENING	94%	95%	NUMBER	84%	90%	MEASUREMENT & GEOMETRY	87%	90%	STATISTICS & PROBABILITY	NA(Available early 2017)	90%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase towards target for 12 months growth in 12 months for Reading and Writing (Teaching Judgement) 2018 baseline data: Reading: 97.9% (includes: 40.8% above 12 months growth) Writing: 96.1% (includes 23.5% above 12 months growth)</p> <p>Increase % of students making high relative gain in Spelling and Grammar and Punctuation (NAPLAN) 2018 baseline data: 30.4% of students making high relative gain</p> <p>Increase % of students in top two bands in Spelling, Grammar and Punctuation. (NAPLAN) 2018 baseline data: Level 3: 54.6% Level 5: 50%</p>
SUBJECT	Semester 1 2015 – Semester 1 - 2016 BENCHMARK	TARGET																						
READING	84%	90%																						
WRITING	83%	90%																						
SPEAKING AND LISTENING	94%	95%																						
NUMBER	84%	90%																						
MEASUREMENT & GEOMETRY	87%	90%																						
STATISTICS & PROBABILITY	NA(Available early 2017)	90%																						

**students who achieved high relative gain in NAPLAN literacy and numeracy**

% of students achieving high relative gain to be at a higher percentage than the state or increase the differential

	<b>School 2016</b>	<b>State 2016</b>	<b>Differential</b>
READING	32%	25%	7
WRITING	32%	25%	7
SPELLING	19%	25%	-6
GRAMMAR & PUNCTUATION	25%	25%	0
NUMERACY	32%	25%	7

**Using the 2016 data as a benchmark, increase the percentage of students achieving in the top two bands for NAPLAN Year 3 and 5 for literacy and numeracy**

**Percentage of students achieving in the top two bands**

<b>YEAR 3 SUBJECT</b>	<b>BENCHMARK</b>	<b>TARGET</b>
READING	66%	70%
WRITING	70%	75%

SPELLING	65%	70%
GRAMMAR & PUNCTUATION	68%	75%
NUMERACY	59%	65%

<b>YEAR 5 SUBJECT</b>	<b>BENCHMARK</b>	<b>TARGET</b>
READING	60%	65%
WRITING	35%	45%
SPELLING	43%	50%
GRAMMAR & PUNCTUATION	67%	70%
NUMERACY	47%	55%

**Using 2016 data as a benchmark, show improvement in the Parent Opinion Survey scores for the following factors: stimulating learning, learning focus, general satisfaction, student motivation and school connectedness.**

**2016 Parent Opinion Survey – Mean Factor Scores**

<b>FACTOR</b>	<b>BENCHMARK</b>	<b>TARGET</b>
STIMULATING LEARNING	5.85	6.1
LEARNING FOCUS	5.56	5.9

		<table border="1"> <tr> <td>GENERAL SATISFACTION</td> <td>5.69</td> <td>5.95</td> </tr> <tr> <td>STUDENT MOTIVATION</td> <td>5.58</td> <td>5.9</td> </tr> <tr> <td>SCHOOL CONNECTEDNESS</td> <td>5.80</td> <td>6.1</td> </tr> </table>	GENERAL SATISFACTION	5.69	5.95	STUDENT MOTIVATION	5.58	5.9	SCHOOL CONNECTEDNESS	5.80	6.1	
GENERAL SATISFACTION	5.69	5.95										
STUDENT MOTIVATION	5.58	5.9										
SCHOOL CONNECTEDNESS	5.80	6.1										
To empower students to be leaders of their own learning.	No	<p>In 2017 establish benchmarks for the new DET student survey and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.</p> <p>In 2017 establish benchmarks for the school constructed student survey, in line with the Key Improvement Strategies, and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.</p> <p>Reduction in the average days absent per student across Years F – 6 to 12 by 2019.</p> <p><b>School Absence</b></p> <p>2015 data – 15 days average</p>										
To accomplish collective responsibility for student learning, engagement and wellbeing.	Yes	<b>Using 2016 data as a benchmark, show improvement in the School Staff Survey endorsement percentage across all</b>	Increase positive endorsement of 'Teacher Concern' (Attitudes to School Survey data) from 74% to 78%.									

**the components and the overall scores for the school climate and leadership modules.**

**LEADERSHIP MODULE**

<b>Component</b>	<b>Benchmark</b>	<b>Goal</b>
Leading Change	77.1%	82%
Cultural Leadership	76.2%	81%
Flexibility	65.2%	70%
Intellectual Stimulation	87.5%	92%
Instructional Leadership	73.5%	78%
Parent and Community Involvement	89.9%	94%
Leaders Support for Change	77.8%	82%
Visibility	65.3%	70%
<b>Overall Endorsement Percentage</b>	<b>77.1%</b>	<b>82%</b>

**SCHOOL CLIMATE**

<b>Component</b>	<b>Benchmark</b>	<b>Goal</b>
Collective efficacy	90.8%	95%
Collective responsibility	87.5%	92%
Academic emphasis	80.7%	85%
Trust in students and parents	82.9%	87%

Maintain positive endorsement of 'Advocate at School' (Attitudes to School Survey data) at 89%.

Increase % of 'Perception of School' (Student Wellbeing Profiler). In 2018, level 5, 5.9% and in level 6, 5.79.

		Staff trust in colleagues	77.2%	82%
		Teacher collaboration	76.7%	81%
		Parent and community involvement	86.9%	91%
		Collective focus on student learning	91.1%	95%
		Guaranteed and viable curriculum	79.2%	84%
		Shielding/Buffering	66.7%	71%
		<b>Overall Endorsement Percentage</b>	<b>83.5%</b>	<b>88%</b>

<b>Goal 1</b>	To maximise learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.	
<b>12 Month Target 1.1</b>	<p>Increase towards target for 12 months growth in 12 months for Reading and Writing (Teaching Judgement)  2018 baseline data:  Reading: 97.9% (includes: 40.8% above 12 months growth)  Writing: 96.1% (includes 23.5% above 12 months growth)</p> <p>Increase % of students making high relative gain in Spelling and Grammar and Punctuation (NAPLAN)  2018 baseline data: 30.4% of students making high relative gain</p> <p>Increase % of students in top two bands in Spelling, Grammar and Punctuation. (NAPLAN)  2018 baseline data:  Level 3: 54.6%  Level 5: 50%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Identify strategically targeted, highly reliable visible teaching strategies across the school in Writing.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>To consolidate our knowledge and development of writing, in particular spelling, and the highly reliable, visible teaching strategies, ensuring consistency throughout all levels.</p>	
<p><b>Goal 2</b></p>	<p>To accomplish collective responsibility for student learning, engagement and wellbeing.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>Increase positive endorsement of 'Teacher Concern' (Attitudes to School Survey data) from 74% to 78%.</p> <p>Maintain positive endorsement of 'Advocate at School' (Attitudes to School Survey data) at 89%.</p> <p>Increase % of 'Perception of School' (Student Wellbeing Profiler). In 2018, level 5, 5.9% and in level 6, 5.79.</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Vision, values and culture</p>	<p>Improve student engagement and wellbeing through Positive Education.</p>	<p>Yes</p>
<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>To improve Student Engagement and Student Voice and Agency by implementing new wellbeing practice and student participation.</p>	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.
<b>12 Month Target 1.1</b>	<p>Increase towards target for 12 months growth in 12 months for Reading and Writing (Teaching Judgement)            2018 baseline data:            Reading: 97.9% (includes: 40.8% above 12 months growth)            Writing: 96.1% (includes 23.5% above 12 months growth)</p> <p>Increase % of students making high relative gain in Spelling and Grammar and Punctuation (NAPLAN)            2018 baseline data: 30.4% of students making high relative gain</p> <p>Increase % of students in top two bands in Spelling, Grammar and Punctuation. (NAPLAN)            2018 baseline data:            Level 3: 54.6%            Level 5: 50%</p>
<b>KIS 1</b> Building practice excellence	Identify strategically targeted, highly reliable visible teaching strategies across the school in Writing.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Audit current spelling practice and approaches</li> <li>• Define the desired approach to English orthography</li> <li>• Investigate approaches that focus on phonological knowledge and whole language approach</li> <li>• Professional Development from Speech Pathologist</li> <li>• Develop a framework for the development of phonics, morphology and etymology school wide</li> <li>• Structure Professional Learning Teams (Literacy and Numeracy) to focus on the effective pedagogy and knowledge development (ie: Spelling)</li> <li>• Structure Professional Learning Communities to strengthen our culture of collaboration and collective efficacy.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increase knowledge of the English language</li> <li>• Increase teacher capacity and confidence in the teaching of spelling and grammar</li> <li>• Increase collaboration in planning times, specifically to relating to spelling (using PLC inquiry approach)</li> <li>• Improved formative assessment to inform learning</li> <li>• Consistent and effective spelling assessment practices</li> </ul>

<b>Success Indicators</b>	Improved team planning documentation regarding spelling and grammar Increased % of students achieving in the top two bands - NAPLAN Increased Relative Growth - NAPLAN Improved teacher judgement results for Writing Successful student tracking of school based spelling data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Ensure school meeting schedule to reflect professional and collegial development of writing (Semester 1) Ensure school meeting schedule to reflect professional and collegial development of spelling (Semester 2) Provide resources to reflect a focus on writing and spelling (budgets, staff professional reading, professional development)	<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
Teachers improve their knowledge of the Victorian Teaching and Learning Model Teaching and Learning and Curriculum Leaders participating in coaching and PD to support their leadership roles Teachers participate in 3 peer observations providing peer feedback on their teaching impact in line with agreed Approach to Teaching and Learning.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Meeting schedule reflect a number of Professional Development sessions and Curriculum Team meetings to build knowledge and understanding of 21st Century Competencies (6+1 Traits) (Semester 1) Support individual and level teams in the implementation of 6+1 Traits of Writing. (Semester 1) Meeting schedule reflect a number of Professional Development sessions and Curriculum Team meetings to build knowledge and understanding of research-based approach to spelling (Semester 2) Support individual and level teams in the implementation of research based approach to spelling. (Semester 2) Instructional Rounds with local cluster of schools	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,915.00  <input type="checkbox"/> Equity funding will be used

<p>Attendance of staff meetings and professional development sessions focussing on Victorian Teaching and Learning Model, 6+1 Traits and research based approach to spelling</p> <p>Engage in common planning time, which focuses on 6+1 Traits of Writing and Spelling</p> <p>Yearly, Termly and Weekly planning documents reflect the influence of 6+1 Traits of Writing and Spelling</p> <p>Share data which assesses 6+1 Traits and engaging in conversations about cohort specific information and next learning steps.</p> <p>Involvement in Instructional Rounds</p> <p>Implement 'Approach to Teaching and Learning' document in classrooms, providing constructive feedback for continual improvement</p> <p>Involvement in Curriculum teams to build teacher capacity</p> <p>Involvement in Peer Observations (three per calendar year), document reflections and individual refinement of practice (based on the Victorian Teaching and Learning Model)</p>	<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>	To accomplish collective responsibility for student learning, engagement and wellbeing.			
<b>12 Month Target 2.1</b>	<p>Increase positive endorsement of 'Teacher Concern' (Attitudes to School Survey data) from 74% to 78%.</p> <p>Maintain positive endorsement of 'Advocate at School' (Attitudes to School Survey data) at 89%.</p> <p>Increase % of 'Perception of School' (Student Wellbeing Profiler). In 2018, level 5, 5.9% and in level 6, 5.79.</p>			
<b>KIS 1</b> Vision, values and culture	Improve student engagement and wellbeing through Positive Education.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Deliver the Discovering Positive Education course to all staff to work through the 'Live It' phase of implementation to HEPS. Work with Positive Education leader, Edwina Ricci, Maroondah Council youth program coordinator, Mel Jeffery, and the Positive Education Institute.</li> <li>Re-introduce the School Wide Positive Behaviour Support (SWPBS) model. The student wellbeing team to work with NEVR SWPBS leader, Sarah Spence to investigate implementation plan of action, including the development of two 'Tier 1' strategies.</li> </ul>			

	<ul style="list-style-type: none"> <li>Review school leaders and the Junior School Council (JSC) roles and responsibilities. JSC will seek input from and consult the whole student body.</li> </ul> <p>Maintain the delivery of the Respectful Relationships (R&amp;R) program across the school. R&amp;R coordinator to provide professional development and coaching to teachers.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Will have all staff learn and develop Positive Education knowledge through experiencing the 'Live It' phase.</li> <li>Will have the Student Wellbeing team of staff work with Sarah Spence (SWPBS region coordinator) to audit where HEPS is at and then develop two 'Tier 1' whole school strategies.</li> <li>Will have school leaders and JSC roles and responsibilities clearly identified and known to all students. JSC will hold termly open meetings giving all students an opportunity to attend.</li> <li>Level 5 and 6 students will direct their own learning by setting and evaluating a goal each semester.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>All teachers will successfully complete the Discovering Positive Education course by the end of 2019.</li> <li>All staff and students will know and use the two SWPBS 'Tier 1' strategies developed.</li> <li>Student school leaders and JSC roles and responsibilities to be successfully fulfilled and highly valued by the school community.</li> <li>Increase % 'Teacher Concern' in Attitudes to School survey data.</li> <li>- Maintain % 'Advocate at School' in Attitudes to School Survey data.</li> <li>- Increase % 'Perception of School' in Student Wellbeing Profiler, (12 month data to be collected February 2020).</li> <li>- Increase % 'Student Voice and Agency' in Attitudes to School Survey.</li> </ul>

- All students in level 5 and 6 will have set and evaluated at least one learning goal per semester.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>For all school staff to be immersed in Positive Education, to 'Live it'. Develop a whole school staff meeting schedule to include two Professional Development sessions each term to deliver the course, 'Discovering Positive Education'. The course will use the model of half plenary (presentation of information) sessions and half breakout (workshop) sessions.</p> <p>Work collaboratively with the Positive Education Institute and Plus10 Maroondah network Positive Education leader to co-plan and facilitate Professional Development sessions.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Participate in each of the Discovering Positive Education sessions. For all staff to successfully complete the course and have a deep understanding and demonstrate Positive Education practices in their own life.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Attend termly the Plus10 Maroondah network meetings with HOPE leaders.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>To improve consistent whole school student wellbeing language and practices. To re-introduce the School Wide Positive Behaviour Support model to the school. To involve the school community, (staff, students and parents) in auditing current behaviour management practices and develop whole school consistent behaviour expectations and a behaviour response flow chart.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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

Evaluate current social competency programs. Develop whole school social competency programs.				
--	--	--	--	--

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	0.00	\$22,605.00
<b>Grand Total</b>	\$0.00	\$22,605.00

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Toe-By Toe program Literacy intervention	from: Term 1 to: Term 4			\$22,605.00
<b>Totals</b>				\$22,605.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Meeting schedule reflect a number of Professional Development sessions and Curriculum Team meetings to build knowledge and understanding of 21st Century Competencies (6+1 Traits) (Semester 1) Support individual and level teams in the implementation of 6+1 Traits of Writing. (Semester 1) Meeting schedule reflect a number of Professional Development sessions and Curriculum Team meetings to build knowledge and understanding of research-based approach to spelling (Semester 2) Support individual and level teams in the implementation of research based approach to spelling. (Semester 2) Instructional Rounds with local cluster of schools</p>	<input checked="" type="checkbox"/> Learning Specialist(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"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Attendance of staff meetings and professional development sessions focussing on Victorian</p>	<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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



<p>Teaching and Learning Model, 6+1 Traits and research based approach to spelling</p> <p>Engage in common planning time, which focuses on 6+1 Traits of Writing and Spelling Yearly, Termly and Weekly planning documents reflect the influence of 6+1 Traits of Writing and Spelling</p> <p>Share data which assesses 6+1 Traits and engaging in conversations about cohort specific information and next learning steps.</p> <p>Involvement in Instructional Rounds</p> <p>Implement 'Approach to Teaching and Learning' document in classrooms, providing constructive feedback for continual improvement</p> <p>Involvement in Curriculum teams to build teacher capacity</p> <p>Involvement in Peer Observations (three per calendar year), document reflections and individual refinement of practice (based on the Victorian Teaching and Learning Model)</p>			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	
<p>For all school staff to be immersed in Positive</p>	<input checked="" type="checkbox"/> Assistant Principal	<p>from: Term 1</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Education, to 'Live it'. Develop a whole school staff meeting schedule to include two Professional Development sessions each term to deliver the course, 'Discovering Positive Education'. The course will use the model of half plenary (presentation of information) sessions and half breakout (workshop) sessions.</p> <p>Work collaboratively with the Positive Education Institute and Plus10 Maroondah network Positive Education leader to co-plan and facilitate Professional Development sessions.</p>	<input checked="" type="checkbox"/> Principal	to: Term 4			<input checked="" type="checkbox"/> Departmental resources  Positive Education precinct @ Heathmont College	
Participate in each of the Discovering Positive Education sessions. For all staff to successfully complete the course and have a deep understanding and demonstrate Positive Education practices in their own life.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site