

# 2019 Annual Implementation Plan

## for improving student outcomes

Yarra Junction Primary School (3216)



Submitted for review by Lisa Rankin (School Principal) on 21 January, 2019 at 12:23 PM  
Endorsed by Mary Azer (Senior Education Improvement Leader) on 12 February, 2019 at 06:15 PM  
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
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

<b>Enter your reflective comments</b>	<p>YJPS is making some significant growth across all FISO priorities. The development of documented structures and whole school planning has been consistently implemented throughout the school.</p> <p>The establishment of a school improvement team has promoted whole school systems and planning. In addition the SIT has developed greater knowledge of the FISO priorities and dimensions and will use this knowledge to inform goals with curriculum PLC's in 2019.</p>
<b>Considerations for 2019</b>	<p>The FISO continua of Practice self-evaluation document will be embedded into our curriculum PLC's to guide goal setting. As a SIT we will reflect on our priorities to ensure that we are progressing towards excelling within each FISO priority.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy																																							
<b>Target 1.1</b>	<p><b><u>NAPLAN</u></b></p> <p>In literacy in Years 3 and 5:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students to reflect LGA means in the top two bands of NAPLAN.</li> <li>• Decrease the percentage of students at or below the National Minimum Standard (NMS).</li> </ul> <table border="1" data-bbox="667 644 1588 1086"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>Top 2 Bands</th> <th>Bottom 2 Bands</th> <th>Top 2 Bands</th> <th>Bottom 2 Bands</th> </tr> </thead> <tbody> <tr> <td><b>Yr 3 2017</b></td> <td>53.7%</td> <td>7.3%</td> <td>56.4%</td> <td>2.6%</td> </tr> <tr> <td><b>Yr 3 2018</b></td> <td>79.3%</td> <td>3.4%</td> <td>60%</td> <td>13.3%</td> </tr> <tr> <td><b>Yr 3 2019 target</b></td> <td><b>85%</b></td> <td><b>3%</b></td> <td><b>65%</b></td> <td><b>10%</b></td> </tr> <tr> <td><b>Yr 5 2017</b></td> <td>17.7%</td> <td>8.8%</td> <td>8.8%</td> <td>14.7%</td> </tr> <tr> <td><b>Yr 5 2018</b></td> <td>38.7%</td> <td>6.5%</td> <td>3.2%</td> <td>25.9%</td> </tr> <tr> <td><b>Yr 5 2019 target</b></td> <td><b>45%</b></td> <td><b>4.5%</b></td> <td><b>15%</b></td> <td><b>15%</b></td> </tr> </tbody> </table> <p>Learning Growth</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5.</li> </ul>		Reading		Writing		Top 2 Bands	Bottom 2 Bands	Top 2 Bands	Bottom 2 Bands	<b>Yr 3 2017</b>	53.7%	7.3%	56.4%	2.6%	<b>Yr 3 2018</b>	79.3%	3.4%	60%	13.3%	<b>Yr 3 2019 target</b>	<b>85%</b>	<b>3%</b>	<b>65%</b>	<b>10%</b>	<b>Yr 5 2017</b>	17.7%	8.8%	8.8%	14.7%	<b>Yr 5 2018</b>	38.7%	6.5%	3.2%	25.9%	<b>Yr 5 2019 target</b>	<b>45%</b>	<b>4.5%</b>	<b>15%</b>	<b>15%</b>
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- Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy, according to NAPLAN.

### **Teacher judgements:**

Increase the percentages of students above expected levels and decrease the percentages below.

### **Literacy**

	Reading & Viewing		Speaking & Listening		Writing	
	Above	Below	Above	Below	Above	Below
<b>Prep 2016</b>	51.9%	11.1%	29.6%	0%	55.6%	11.1%
<b>Prep 2017</b>	45.9%	0%	17.9%	0.0%	29.7%	0%
<b>Prep 2018</b>	26%	0%	13%	0%	21%	35%
<b>Prep 2019 target</b>	26%	0%	26%	0%	26%	0%
<b>Yr 1 2016</b>	52%	4%	32%	0%	40%	0%
<b>Yr 1 2017</b>	59.3%	22.2%	33.3%	18.5%	40.7%	22.2%
<b>Yr 1 2018</b>	43.2%	10.8%	18.9%	0%	27%	18.9%
<b>Yr 1 2019 target</b>	32%	8%	32%	0%	32%	8%
<b>Yr 2 2016</b>	57%	12%	19%	0.0%	33%	21%
<b>Yr 2 2017</b>	73.1	11.5%	42.3%	0.0%	46.2%	11.5%
<b>Yr 2 2018</b>	63%	22.2%	29.6%	11%	33.3%	18.5%
<b>Yr 2 2019 target</b>	43.5%	10.25%	30.7%	0%	30.7%	10.25%
<b>Yr 3 2016</b>	65.5%	3.4%	20.7%	0.0%	34.5%	17.2%
<b>Yr 3 2017</b>	61.5%	7.7%	30.8%	2.6%	46.2%	17.9%
<b>Yr 3 2018</b>	80.6%	12.9%	38.7%	6.5%	51.6%	9.7%
<b>Yr 3 2019 target</b>	64%	14%	42%	10.7%	42%	14%
<b>Yr 4 2016</b>	49%	6%	17%	0.0%	26%	17%
<b>Yr 4 2017</b>	64.5%	6.5%	25.8%	3.2%	45.2%	9.7%

<b>Yr 4 2018</b>	61.4%	0%	41%	0%	51.3%	10.3%
<b>Yr 4 2019 target</b>	83%	10%	36%	3.3%	53%	10%
<b>Yr 5 2016</b>	69%	3%	33%	3%	53%	8%
<b>yr 5 2017</b>	44.4%	8.3%	13.9%	5.6%	22.2%	25%
<b>Yr 5 2018</b>	62.5%	3.1%	31.3%	0%	50%	25%
<b>Yr 5 2019 target</b>	64%	0%	46%	0%	56.4%	10.2%
<b>Yr 6 2016</b>	44%	15%	30%	11%	41%	15%
<b>Yr 6 2017</b>	67.6%	2.9%	47.1%	2.9%	38.2%	17.6%
<b>yr 6 2018</b>	36.1%	5.6%	33.3%	2.8%	41.7%	19.4%
<b>Yr 6 2019 Target</b>	65.6%	3.1%	34%	0%	53%	12.5%

8 Students working above expected standard in P-1

17 Students in reading & 12 in S &L and writing working above expected standard – G.2

18 Students in reading & 12 in S &L and writing working above expected standard – G.3

25 Students in reading & 11 in S &L and 16 writing working above expected standard – G.3

25 Students in reading & 18 in S &L and 22 writing working above expected standard – G.5

21 Students in reading & 11 in S &L and 17 writing working above expected standard – G.6

No students in Prep below expected standard

2 students working below expected standard in grades 1

4 students working below expected standard in 3-6 (or lower)

### NAPLAN

In Numeracy in Years 3 and 5:

- Maintain over 90% above national minimum standard in numeracy NAPLAN and 0% of students below NMS

	Below NMS	ABOVE NMS
Yr 3 2016	0%	62.9%
Yr 3 2018	0%	96.6%
Yr 3 2019 target	0%	90%
Yr 5 2016	5.8%	85.2%
Yr 5 2017	0%	82.4%
Yr 5 2018	0%	90.4%
Yr 5 2019 target	0%	90%

Learning Growth

- Increase the percentage of students achieving high growth on numeracy NAPLAN relative growth assessments from Year 3 to 5 and achieve above the state

- Decrease the percentage achieving low growth in numeracy NAPLAN.

	Low relative growth	high relative growth
2016	22.2%	14.8%
2017	48.5%	9.1%
2018	26.7%	13.3%
2019 target	20%	20%

**Teacher judgements:**

Increase the percentages of students above expected levels and decrease the percentages below.

**Mathematics**

	Number and Algebra		Measurement and Geometry		Statistics and Probability	
	Above	Below	Above	Below	Above	Below
Prep 2016	56%	4%	63%	0.0%	52%	0%
Prep 2017	31.6%	0%	46.2%	0.0%	31.6%	0%
Prep 2018	30.4%		26.1%		30.4%	
Prep 2019 target	50%	0%	50%	0%	50%	0%
Yr 1 2016	48%	0%	44%	0.0%	60%	0%
Yr 1 2017	55.6%	11.1%	51.9%	7.4%	55.6%	11.1%



Yr 1 2018	32.4%	2.7%	35.1%	2.7%	37.8%	0%
Yr 1 2019 target	32%	8%	32%	8%	32%	8%
Yr 2 2016	48%	10%	29%	10.0%	60%	7%
Yr 2 2017	34.6%	3.8%	23.1%	0%	23.1%	0%
Yr 2 2018	48.1%	22.2%	40.7%	14.8%	40.7%	14.8%
Yr 2 2019 target	35.8%	2.6%	35.8%	2.6%	38.5%	0%
Yr 3 2016	34%	10%	45%	7.0%	31%	7%
Yr 3 2017	48.7%	7.1%	48.7%	7.1%	53.8%	10.7%
Yr 3 2018	51.6%	3.2%	32.3%	3.2%	38.7%	3.2%
Yr 3 2019 target	50%	14%	50%	14%	57%	14%
Yr 4 2016	20%	20%	20%	23.0%	23%	11%
Yr 4 2017	32.3%	9.7%	38.7%	6.5%	19.4%	6.5%
Yr 4 2018	53.8%	10.3%	53.8%	7.7%	48.7%	5.1%
Yr 4 2019 target	53%	3.3%	40%	3/.3%	40%	3.3%
Yr 5 2016	39%	25%	50%	22%	47%	14%
Yr 5 2017	16.7%	38.9%	19.4%	27.8%	13.9%	27.8%
Yr 5 2018	31.3%	28.1%	34.4%	15.6%	21.9%	15.6%
Yr 5 2019	56.4%	10.2%	56.4%	10.2%	51.3%	
Yr 6 2016	30%	26%	41%	22%	33%	15%
Yr 6 2017	41.2%	26.5%	41.2%	17.6%	44.1%	23.5%
Yr 6 2018	22.2%	30.6%	27.8%	25%	11.1%	27.8%
Yr 6 2019 target	34.4%	12.5%	37.5%	12.5%	25%	12.5%

2 students below expected in prep and in grade 1 ( or less)

	<p>4 student below expected in grade 2, 3, 4, 5, 6 (or less)</p> <p>8 students in N&amp;A &amp; M&amp;G &amp; S&amp;P achieving above standard– G.1</p> <p>14 in N&amp;A &amp; M&amp;G 15 students in S&amp;P achieving above standard– G.2</p> <p>14 in N&amp;A &amp; M&amp;G and 15 students in S&amp;P achieving above standard– G.3</p> <p>16 in N&amp;A &amp; 14 in M&amp;G &amp; S&amp;P achieving above standard – G.4</p> <p>22 in N&amp;A &amp; M&amp;G &amp; 20 in S&amp;P achieving above standard– G. 5</p> <p>11 in N &amp; A, 12 in M&amp;G &amp; 8 in S&amp;P achieving above standard – G.6</p>										
<b>Key Improvement Strategy 1.a</b> Building communities	To consolidate an instructional Professional Learning Community (PLC) model within our literacy and numeracy Professional Learning Teams										
<b>Key Improvement Strategy 1.b</b> Building practice excellence	To build staff capacity to evaluate and identify effective teaching strategies.										
<b>Goal 2</b>	To build a culture of high expectations.										
<b>Target 2.1</b>	<p>To increase the percentage endorsement scores for each component.</p> <p><b>Staff opinion survey</b></p> <table border="1"> <thead> <tr> <th>Component</th> <th>2017</th> <th>2018 (target)</th> <th>2019 (target)</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>64%</td> <td>63.5% (70%)</td> <td>(75%)</td> <td>85%</td> </tr> </tbody> </table>	Component	2017	2018 (target)	2019 (target)	2021 Target	Collective efficacy	64%	63.5% (70%)	(75%)	85%
Component	2017	2018 (target)	2019 (target)	2021 Target							
Collective efficacy	64%	63.5% (70%)	(75%)	85%							

Academic Emphasis	62%	68.4% (70%)		85%
Teacher Collaboration	27%	67.4% (35%)	(75%)	85%
Guaranteed and viable curriculum	68%	92.1% (75%)		85%
Overall School Climate	65%	73.5% (70%)	(80%)	85%
Leading Change	20%	71.8% (30%)		85%
Cultural Leadership	25%	86.4% (35%)	(88%)	90%
Instructional Leadership	15%	73.7% (25%)		85%
Leaders support for change	29%	75.4% (35%)		85%
Visibility	17%	73.7% (30%)		85%
Overall School Leadership	22%	74.2% (30 %)		85%
School Level support	60%	67.4% (65%)		85%
Renewal of knowledge and skills	49%	79.7% (55%)		85%
Active participation	24%	62.3% (35%)	(75%)	85%
Coherence	23%	72.7% (30%)		85%
Feedback	30%	62.2% (40%)	(75%)	85%
Overall Professional Learning	33%	45% (45%)	(71.7%)	85%
Professional learning through peer observation	54.5%	54.5%	(70%)	
Time to share pedagogical content knowledge		63.6%	(75%)	
Use student feedback to improve data		54.5%	(75%)	

### Parent Opinion Survey

To increase the percentile rank of the following components

Component	2017 Percentile Rank	2018 achievement + (target)	2019 (target)	2021 Percentile Rank
General School Satisfaction	41	81% (50%)	(90)	90
General School Improvement	16	85% ( 25%)	(90)	90
High Expectations for success	60	94% (70%)	(96)	98
Stimulating learning environment	34	86% (40%)	(90)	90
Promoting positive behavior	47	88% (55%)	(90)	90
Respect for diversity	10	91% (30%)	(95)	95
Student connectedness	8	92% (20%)	(95)	95
Managing bullying	13	79% (30%)	(85)	90
School communication	3	73% (20%)	(80)	85

### Attitudes to school survey

To increase the percentile rank of the following components –

	2017	2018	2019 (target)
<b>Student Voice &amp; Agency</b>	69%	58%	65%
At this school, I help decide things like class activities and rules	63%	49%	65%
I have a say in things I learn.	68%	58%	65%
My teacher likes my ideas	73%	59%	65%
I am encouraged to share my ideas	72%	68%	75%

	<b>School stage transition (Year 7 and new students only)</b>	80%	64%	80%
	The orientation program helped me settle into this school	80%	71%	80%
	I have found it easy to make friends at this school	60%	57%	80%
	My teachers gave me enough help to settle in at this school	80%	71%	80%
	I know who to ask for help at this school	100%	57%	80%
<b>Key Improvement Strategy 2.a</b> Vision, values and culture	To share and communicate the vision and values with all stakeholders.			
<b>Key Improvement Strategy 2.b</b> Health and wellbeing	To set expectations and promote inclusion for improved student attendance			

## 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 the learning growth of every student in Literacy and Numeracy	Yes	<p><b><u>NAPLAN</u></b></p> <p>In literacy in Years 3 and 5:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students to reflect LGA means in the top two bands of NAPLAN.</li> <li>• Decrease the percentage of students at or below the National Minimum Standard (NMS).</li> </ul> <table border="1" data-bbox="474 906 1393 1348"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>Top 2 Bands</th> <th>Bottom 2 Bands</th> <th>Top 2 Bands</th> <th>Bottom 2 Bands</th> </tr> </thead> <tbody> <tr> <td><b>Yr 3 2017</b></td> <td>53.7%</td> <td>7.3%</td> <td>56.4%</td> <td>2.6%</td> </tr> <tr> <td><b>Yr 3 2018</b></td> <td>79.3%</td> <td>3.4%</td> <td>60%</td> <td>13.3%</td> </tr> <tr> <td><b>Yr 3 2019 target</b></td> <td><b>85%</b></td> <td><b>3%</b></td> <td><b>65%</b></td> <td><b>10%</b></td> </tr> <tr> <td><b>Yr 5 2017</b></td> <td>17.7%</td> <td>8.8%</td> <td>8.8%</td> <td>14.7%</td> </tr> <tr> <td><b>Yr 5 2018</b></td> <td>38.7%</td> <td>6.5%</td> <td>3.2%</td> <td>25.9%</td> </tr> <tr> <td><b>Yr 5 2019 target</b></td> <td><b>45%</b></td> <td><b>4.5%</b></td> <td><b>15%</b></td> <td><b>15%</b></td> </tr> </tbody> </table>		Reading		Writing		Top 2 Bands	Bottom 2 Bands	Top 2 Bands	Bottom 2 Bands	<b>Yr 3 2017</b>	53.7%	7.3%	56.4%	2.6%	<b>Yr 3 2018</b>	79.3%	3.4%	60%	13.3%	<b>Yr 3 2019 target</b>	<b>85%</b>	<b>3%</b>	<b>65%</b>	<b>10%</b>	<b>Yr 5 2017</b>	17.7%	8.8%	8.8%	14.7%	<b>Yr 5 2018</b>	38.7%	6.5%	3.2%	25.9%	<b>Yr 5 2019 target</b>	<b>45%</b>	<b>4.5%</b>	<b>15%</b>	<b>15%</b>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To achieve 85% in the top 2 bands for year 3 reading and 65% in the top 2 bands for writing for NAPLAN To achieve 45% in the top 2 bands for year 5 reading and 15% in the top 2 bands for writing NAPLAN To achieve an average of 60% above expected levels in reading, 25 % above expected levels in speaking and listening and 35% above expected levels in writing</p>
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across all year levels.

### Learning Growth

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- Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy, according to NAPLAN.

### Teacher judgements:

Increase the percentages of students above expected levels and decrease the percentages below.

### Literacy

	Reading & Viewing		Speaking & Listening		Writing	
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<b>Yr 5 2019 target</b>	64%	0%	46%	0%	56.4%	10.2%
<b>Yr 6 2016</b>	44%	15%	30%	11%	41%	15%
<b>Yr 6 2017</b>	67.6%	2.9%	47.1%	2.9%	38.2%	17.6%
<b>yr 6 2018</b>	36.1%	5.6%	33.3%	2.8%	41.7%	19.4%
<b>Yr 6 2019 Target</b>	65.6%	3.1%	34%	0%	53%	12.5%

8 Students working above expected standard in P-1

17 Students in reading & 12 in S &L and writing working above expected standard – G.2

18 Students in reading & 12 in S &L and writing working above expected standard – G.3

25 Students in reading & 11 in S &L and 16 writing working above expected standard – G.3

25 Students in reading & 18 in S &L and 22 writing working above expected standard – G.5



21 Students in reading & 11 in S &L and 17 writing working above expected standard – G.6

No students in Prep below expected standard

2 students working below expected standard in grades 1

4 students working below expected standard in 3-6 (or lower)

**NAPLAN**

In Numeracy in Years 3 and 5:

- Maintain over 90% above national minimum standard in numeracy NAPLAN and 0% of students below NMS

	Below NMS	ABOVE NMS
Yr 3 2016	0%	62.9%
Yr 3 2018	0%	96.6%
Yr 3 2019 target	0%	90%
Yr 5 2016	5.8%	85.2%
Yr 5 2017	0%	82.4%
Yr 5 2018	0%	90.4%
Yr 5 2019 target	0%	90%

### Learning Growth

- Increase the percentage of students achieving high growth on numeracy NAPLAN relative growth assessments from Year 3 to 5 and achieve above the state
- Decrease the percentage achieving low growth in numeracy NAPLAN.

	Low relative growth	high relative growth
2016	22.2%	14.8%
2017	48.5%	9.1%
2018	26.7%	13.3%
2019 target	20%	20%

### Teacher judgements:

Increase the percentages of students above expected levels and decrease the percentages below.

### Mathematics

	Number and Algebra		Measurement and Geometry		Statistics and Probability	
	Above	Below	Above	Below	Above	Below
Prep 2016	56%	4%	63%	0.0%	52%	0%
Prep 2017	31.6%	0%	46.2%	0.0%	31.6%	0%
Prep 2018	30.4%		26.1%		30.4%	

Prep 2019 target	50%	0%	50%	0%	50%	0%
Yr 1 2016	48%	0%	44%	0.0%	60%	0%
Yr 1 2017	55.6%	11.1%	51.9%	7.4%	55.6%	11.1%
Yr 1 2018	32.4%	2.7%	35.1%	2.7%	37.8%	0%
Yr 1 2019 target	32%	8%	32%	8%	32%	8%
Yr 2 2016	48%	10%	29%	10.0%	60%	7%
Yr 2 2017	34.6%	3.8%	23.1%	0%	23.1%	0%
Yr 2 2018	48.1%	22.2%	40.7%	14.8%	40.7%	14.8%
Yr 2 2019 target	35.8%	2.6%	35.8%	2.6%	38.5%	0%
Yr 3 2016	34%	10%	45%	7.0%	31%	7%
Yr 3 2017	48.7%	7.1%	48.7%	7.1%	53.8%	10.7%
Yr 3 2018	51.6%	3.2%	32.3%	3.2%	38.7%	3.2%
Yr 3 2019 target	50%	14%	50%	14%	57%	14%
Yr 4 2016	20%	20%	20%	23.0%	23%	11%
Yr 4 2017	32.3%	9.7%	38.7%	6.5%	19.4%	6.5%
Yr 4 2018	53.8%	10.3%	53.8%	7.7%	48.7%	5.1%
Yr 4 2019 target	53%	3.3%	40%	3/.3%	40%	3.3%
Yr 5 2016	39%	25%	50%	22%	47%	14%
Yr 5 2017	16.7%	38.9%	19.4%	27.8%	13.9%	27.8%
Yr 5 2018	31.3%	28.1%	34.4%	15.6%	21.9%	15.6%
Yr 5 2019	56.4%	10.2%	56.4%	10.2%	51.3%	
Yr 6 2016	30%	26%	41%	22%	33%	15%
Yr 6 2017	41.2%	26.5%	41.2%	17.6%	44.1%	23.5%
Yr 6 2018	22.2%	30.6%	27.8%	25%	11.1%	27.8%

		<table border="1" data-bbox="474 194 1800 304"> <tr> <td data-bbox="474 194 703 304">Yr 6 2019 target</td> <td data-bbox="703 194 884 304">34.4%</td> <td data-bbox="884 194 1066 304">12.5%</td> <td data-bbox="1066 194 1247 304">37.5%</td> <td data-bbox="1247 194 1429 304">12.5%</td> <td data-bbox="1429 194 1610 304">25%</td> <td data-bbox="1610 194 1800 304">12.5%</td> </tr> </table> <p data-bbox="474 338 1800 858"> 2 students below expected in prep and in grade 1 ( or less)  4 student below expected in grade 2, 3, 4, 5, 6 (or less)  8 students in N&amp;A &amp; M&amp;G &amp; S&amp;P achieving above standard– G.1  14 in N&amp;A &amp; M&amp;G 15 students in S&amp;P achieving above standard– G.2  14 in N&amp;A &amp; M&amp;G and 15 students in S&amp;P achieving above standard– G.3  16 in N&amp;A &amp; 14 in M&amp;G &amp; S&amp;P achieving above standard – G.4  22 in N&amp;A &amp; M&amp;G &amp; 20 in S&amp;P achieving above standard– G. 5  11 in N &amp; A, 12 in M&amp;G &amp; 8 in S&amp;P achieving above standard – G.6 </p>	Yr 6 2019 target	34.4%	12.5%	37.5%	12.5%	25%	12.5%														
Yr 6 2019 target	34.4%	12.5%	37.5%	12.5%	25%	12.5%																	
To build a culture of high expectations.	Yes	<p data-bbox="474 1011 1800 1043">To increase the percentage endorsement scores for each component.</p> <p data-bbox="474 1082 1800 1114"><b>Staff opinion survey</b></p> <table border="1" data-bbox="474 1182 1868 1342"> <thead> <tr> <th data-bbox="474 1182 875 1225">Component</th> <th data-bbox="875 1182 1084 1225">2017</th> <th data-bbox="1084 1182 1339 1225">2018 (target)</th> <th data-bbox="1339 1182 1599 1225">2019 (target)</th> <th data-bbox="1599 1182 1868 1225">2021 Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 1225 875 1262">Collective efficacy</td> <td data-bbox="875 1225 1084 1262">64%</td> <td data-bbox="1084 1225 1339 1262">63.5% (70%)</td> <td data-bbox="1339 1225 1599 1262">(75%)</td> <td data-bbox="1599 1225 1868 1262">85%</td> </tr> <tr> <td data-bbox="474 1262 875 1299">Academic Emphasis</td> <td data-bbox="875 1262 1084 1299">62%</td> <td data-bbox="1084 1262 1339 1299">68.4% (70%)</td> <td data-bbox="1339 1262 1599 1299"></td> <td data-bbox="1599 1262 1868 1299">85%</td> </tr> <tr> <td data-bbox="474 1299 875 1342">Teacher Collaboration</td> <td data-bbox="875 1299 1084 1342">27%</td> <td data-bbox="1084 1299 1339 1342">67.4% (35%)</td> <td data-bbox="1339 1299 1599 1342">(75%)</td> <td data-bbox="1599 1299 1868 1342">85%</td> </tr> </tbody> </table>	Component	2017	2018 (target)	2019 (target)	2021 Target	Collective efficacy	64%	63.5% (70%)	(75%)	85%	Academic Emphasis	62%	68.4% (70%)		85%	Teacher Collaboration	27%	67.4% (35%)	(75%)	85%	<p data-bbox="1899 1011 2123 1390">To target selected components within our Culture and Wellbeing PLT. STAFF OPINION SURVEY Collective Efficacy target - 75% Teacher</p>
Component	2017	2018 (target)	2019 (target)	2021 Target																			
Collective efficacy	64%	63.5% (70%)	(75%)	85%																			
Academic Emphasis	62%	68.4% (70%)		85%																			
Teacher Collaboration	27%	67.4% (35%)	(75%)	85%																			

		Guaranteed and viable curriculum	68%	92.1% (75%)		85%	Collaboration target - 75% Overall School Climate target - 80% Cultural leadership target - 88% Active participation target - 75% Feedback target - 75% Overall Professional Learning target - 71.7% Professional learning through peer observation target - 70% Time to share pedagogical content knowledge target - 75% Use student feedback to improve data target - 75%  <b>PARENT OPINION SURVEY</b> General school satisfaction target - 90
		Overall School Climate	65%	73.5% (70%)	(80%)	85%	
		Leading Change	20%	71.8% (30%)		85%	
		Cultural Leadership	25%	86.4% (35%)	(88%)	90%	
		Instructional Leadership	15%	73.7% (25%)		85%	
		Leaders support for change	29%	75.4% (35%)		85%	
		Visibility	17%	73.7% (30%)		85%	
		Overall School Leadership	22%	74.2% (30%)		85%	
		School Level support	60%	67.4% (65%)		85%	
		Renewal of knowledge and skills	49%	79.7% (55%)		85%	
		Active participation	24%	62.3% (35%)	(75%)	85%	
		Coherence	23%	72.7% (30%)		85%	
		Feedback	30%	62.2% (40%)	(75%)	85%	
		Overall Professional Learning	33%	45% (45%)	(71.7%)	85%	
		Professional learning through peer observation	54.5%	54.5%	(70%)		
		Time to share pedagogical content knowledge		63.6%	(75%)		
		Use student feedback to improve data		54.5%	(75%)		
		<b>Parent Opinion Survey</b>					
		To increase the percentile rank of the following components					
		Component	2017 Percentile Rank	2018 achievement + (target)	2019 (target)	2021 Percentile Rank	

General School Satisfaction	41	81% (50%)	(90)	90
General School Improvement	16	85% (25%)	(90)	90
High Expectations for success	60	94% (70%)	(96)	98
Stimulating learning environment	34	86% (40%)	(90)	90
Promoting positive behavior	47	88% (55%)	(90)	90
Respect for diversity	10	91% (30%)	(95)	95
Student connectedness	8	92% (20%)	(95)	95
Managing bullying	13	79% (30%)	(85)	90
School communication	3	73% (20%)	(80)	85

General School Improvement - 90  
 High Expectations for success - 96  
 Stimulating learning environment - 90  
 Promoting positive behaviour - 90  
 Respect diversity - 95  
 Manage bullying - 85  
 School communication - 80

**Attitudes to school survey**

To increase the percentile rank of the following components –

	2017	2018	2019 (target)
<b>Student Voice &amp; Agency</b>	69%	58%	65%
At this school, I help decide things like class activities and rules	63%	49%	65%
I have a say in things I learn.	68%	58%	65%
My teacher likes my ideas	73%	59%	65%
I am encouraged to share my ideas	72%	68%	75%
<b>School stage transition (Year 7 and new students only)</b>	80%	64%	80%

		The orientation program helped me settle into this school	80%	71%	80%		
		I have found it easy to make friends at this school	60%	57%	80%		
		My teachers gave me enough help to settle in at this school	80%	71%	80%		
		I know who to ask for help at this school	100%	57%	80%		

<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy	
<b>12 Month Target 1.1</b>	To achieve 85% in the top 2 bands for year 3 reading and 65% in the top 2 bands for writing for NAPLAN To achieve 45% in the top 2 bands for year 5 reading and 15% in the top 2 bands for writing NAPLAN To achieve an average of 60% above expected levels in reading, 25 % above expected levels in speaking and listening and 35% above expected levels in writing across all year levels.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building communities	To consolidate an instructional Professional Learning Community (PLC) model within our literacy and numeracy Professional Learning Teams	Yes
<b>KIS 2</b> Building practice excellence	To build staff capacity to evaluate and identify effective teaching strategies.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>KIS 1 has been selected for YJPS as throughout 2018 we have been working on developing a whole school PLC model through support of a PLC mentor and collaboration with SIT and staff.  Outcomes of 2018 PLC's have been promoted by goal setting within team PLC's.  In 2019 we will implement curriculum PLC's - Numeracy, Literacy and Culture/Welfare PLC's. These PLC's provide a structure for goal and action setting within vertical teaching teams.  We have evaluated ourselves as evolving within the element of leading school improvement and communication of the vision and values with stakeholders. The consolidation of a PLC within our literacy and numeracy teams will promote opportunity to share an understanding of why and how FISO initiatives for improvement will be implemented and how these will support the school's vision, values and culture. These PLC's will develop capability among teachers to implement and monitor the actions of the School Improvement team and will interconnect the AIP, FISO, and SSP.  As PLC's become embedded into our practice they will become part of our culture that is focused on improvement.  KIS 2 has been selected to build staff capacity with a lens on Mathematics. Over the last two years we have had a literacy focus and in 2019 whilst we will continue to consolidate our literacy models of teaching and learning we intend to invest in developing effective teaching strategies around mathematics.  Though our numeracy data is tracking well, surveys of students has identified a low confidence and fixed mindset around mathematics learning. Our goal is to shift students into a growth mindset supported by Jo Boalers mathematical mindset and the 7 Norms of Maths with the aim that a positive application will result in positive academic results.</p>
<p><b>Goal 2</b></p>	<p>To build a culture of high expectations.</p>
<p><b>12 Month Target 2.1</b></p>	<p>To target selected components within our Culture and Wellbeing PLT.</p> <p>STAFF OPINION SURVEY  Collective Efficacy target - 75%  Teacher Collaboration target - 75%  Overall School Climate target - 80%  Cultural leadership target - 88%  Active participation target - 75%  Feedback target - 75%  Overall Professional Learning target - 71.7%  Professional learning through peer observation target - 70%  Time to share pedagogical content knowledge target - 75%  Use student feedback to improve data target - 75%</p> <p>PARENT OPINION SURVEY  General school satisfaction target - 90  General School Improvement - 90  High Expectations for success - 96</p>



	Stimulating learning environment - 90 Promoting positive behaviour - 90 Respect diversity - 95 Manage bullying - 85 School communication - 80	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Vision, values and culture	To share and communicate the vision and values with all stakeholders.	Yes
<b>KIS 2</b> Health and wellbeing	To set expectations and promote inclusion for improved student attendance	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.	<p>We selected KIS 1 as a focus as we ranked ourselves as evolving within the self-evaluation of communicating the vision and values and acknowledge that if we place a focus on this Key improvement strategy with a set of clear actions that through our leaders we can make public and reinforce the relationship between the school's vision, values, goals and the improvement strategies withing this AIP. In 2018 we developed new school values with students and staff and they have been uniformly displayed throughout the school on posters. Furthermore the values have been embedded into values and growth mindset lessons across the school.</p> <p>The communication of values with all stakeholders is a progression of where we are at with our values.</p> <p>We selected KIS 2 as a focus as though our whole school attendance data is tracking within the state average it is a focus that we have commenced working on in 2018 with the establishment of an attendance flow chart of responsibilities. Through our Culture and Wellbeing PLC we hope to work collaboratively to promote attendance at YJPS and streamline our attendance responsibilities.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy
<b>12 Month Target 1.1</b>	To achieve 85% in the top 2 bands for year 3 reading and 65% in the top 2 bands for writing for NAPLAN To achieve 45% in the top 2 bands for year 5 reading and 15% in the top 2 bands for writing NAPLAN To achieve an average of 60% above expected levels in reading, 25 % above expected levels in speaking and listening and 35% above expected levels in writing across all year levels.
<b>KIS 1</b> Building communities	To consolidate an instructional Professional Learning Community (PLC) model within our literacy and numeracy Professional Learning Teams
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop vertical PLC's for Numeracy, Literacy and Culture/Wellbeing</li> <li>• Develop YJPS PLC model through whole school implementation of Team and Curriculum PLC's</li> <li>• Develop Instructional Leaders knowledge through engagement with PLC mentor</li> <li>• Develop teacher knowledge and capacity through professional Learning Sessions lead by SIT</li> <li>• Develop a criteria for SIT meeting agenda to drive reflection on KIS progress</li> <li>• Develop teacher capacity and understanding to plan for and implement practices aligned with curriculum and team PLC goals.</li> </ul>
<b>Outcomes</b>	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>* Improved student outcomes in literacy and numeracy</li> <li>* Improved attitude towards literacy and numeracy learning</li> <li>*Develop a growth mindset as demonstrated by embracing mistakes, talking about learning and applying themselves positively.</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Improved capacity of teachers through PLC's</li> <li>* Work with students to develop learning goals</li> <li>*Provide timely feedback to students on their learning</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>* Development of curriculum PLC leaders who are capable of leading effective PLC's</li> <li>*Improved capacity as leaders</li> <li>*Identify Learning Intentions and Success criteria in all planning documentation and verbally within mini lessons</li> <li>*Support colleagues within planning meetings to plan using YJPS's gradual release method of I do, We do, You do and ensure planning is targeted to student needs as informed by data.</li> </ul>

	<p>COMMUNITY</p> <p>* Community will be informed regularly of learning successes and teaching approaches</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Minutes from PLTs and Team PLTs (collected on Google Drive)</li> <li>Data collection and analysis</li> <li>Observation of teaching practice and modified teaching documents</li> </ul> <p>* An increased rating from evolving to embedding (FISO 1 Excellence in Teaching and Learning, Building Practice Excellence &amp; Curriculum Planning and Assessment)</p> <ul style="list-style-type: none"> <li>An increased rating from evolving to embedding (FISO 2 Professional Leadership, Building Leadership Teams &amp; Instructional and Shared Leadership)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>Embed vertical PLTs</li> <li>Implement YJPS PLC model</li> <li>Engage with PLC mentor</li> <li>PL session for whole staff lead by SIT</li> <li>Fortnightly SIT meetings – Instructional leaders to share</li> <li>Teacher practice and planning reflective of PLC goals</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	To build staff capacity to evaluate and identify effective teaching strategies.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Develop teacher knowledge and teaching capacity through Professional Learning of the 7 Norms in the Maths Classroom &amp; Inspirational Maths Unit</li> <li>Develop teacher knowledge and understanding of the 4 Proficiency of Mathematics and develop teacher capacity to plan and teach mathematics across all proficiencies</li> <li>Develop teacher knowledge and understanding through professional Reading – Jo Boaler “Mathematical Mindset”</li> <li>Develop high level mathematics resources - through auditing of maths resources and purchasing of maths resources</li> <li>Develop teachers knowledge and capacity through engagement and implementation of actions to achieve Numeracy PLC goals</li> <li>Reflection and Refining of current assessment documents against Proficiencies and Standards</li> <li>Develop teacher knowledge and capacity through classroom observations of Numeracy</li> </ul> <p>* Develop teacher knowledge and capacity to plan for and implement teaching practices in Mathematics.</p>			

	<ul style="list-style-type: none"> <li>• Develop whole school Mathematical mindset through shared visual aides and language</li> <li>* Develop a student survey to assess students' attitudes and beliefs about mathematics</li> <li>* Develop teachers capacity to analyse student survey data of attitudes and beliefs with learning outcomes</li> </ul>			
<b>Outcomes</b>	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>* Achieving 12 month Numeracy growth target</li> <li>* Students survey data and observation to show growth in demonstrating the 7 norms and a growth mindset about Mathematics</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>• Improved capacity of teachers through PLC's</li> <li>* Provide timely feedback to students on their learning</li> <li>*Planning based upon gradual release model of I do, We do, You do.</li> <li>*Planning based upon post test data.</li> <li>*Improved understanding of 7 norms and 7 norm vocabulary used within classrooms.</li> <li>* Development of a mathematical mindset that is communicated with students</li> <li>* Classroom displays include 7 norms and growth mindset</li> </ul> <p>LEADERS:</p> <ul style="list-style-type: none"> <li>*Identify Learning Intentions and Success criteria in all planning documentation and verbally within mini lessons</li> <li>*Support colleagues within planning meetings to plan using YJPS's gradual release method of I do, We do, You do and ensure planning is targeted to student needs as informed by data.</li> </ul> <p>COMMUNITY</p> <ul style="list-style-type: none"> <li>* Community will be informed regularly of learning successes and teaching approaches</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Minutes of Numeracy PLTs</li> <li>• An increased rating from evolving to embedding (FISO 1 Excellence in Teaching and Learning, Building Practice Excellence &amp; Curriculum Planning and Assessment)</li> <li>• An increased rating from evolving to embedding (FISO 1 Excellence in Teaching and Learning, Evidence Based High Impact Teaching Strategies)</li> <li>* Achievement of 12 month growth for all students in Numeracy</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>• PL of Establishing 7 Norms in the Maths Classroom &amp; Inspirational Maths Unit</li> <li>• Proficiencies – Understanding the 4</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

<ul style="list-style-type: none"> <li>Professional Reading – Jo Boaler “Mathematical Mindset”</li> <li>Auditing of maths resources</li> <li>Team engagement within Numeracy PLT goals</li> <li>Reflection and Refining of current assessment documents against Proficiencies and Standards</li> <li>All staff involved in classroom observations of Numeracy</li> <li>Purchasing of maths resources</li> <li>Numeracy PLT reflect HITS and FISO</li> </ul>			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build a culture of high expectations.			
<b>12 Month Target 2.1</b>	<p>To target selected components within our Culture and Wellbeing PLT.</p> <p><b>STAFF OPINION SURVEY</b>          Collective Efficacy target - 75%          Teacher Collaboration target - 75%          Overall School Climate target - 80%          Cultural leadership target - 88%          Active participation target - 75%          Feedback target - 75%          Overall Professional Learning target - 71.7%          Professional learning through peer observation target - 70%          Time to share pedagogical content knowledge target - 75%          Use student feedback to improve data target - 75%</p> <p><b>PARENT OPINION SURVEY</b>          General school satisfaction target - 90          General School Improvement - 90          High Expectations for success - 96          Stimulating learning environment - 90          Promoting positive behaviour - 90          Respect diversity - 95          Manage bullying - 85          School communication - 80</p>			
<b>KIS 1</b> Vision, values and culture	To share and communicate the vision and values with all stakeholders.			

<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop effective processes to communicate the school's vision</li> <li>• Develop processes to Inform all stakeholders of AIP goals, policies, programs and activities</li> <li>• Actively seek feedback from all stakeholders in the embedding of our school's vision &amp; values</li> <li>• Embed school vision within planning communication, school policies and roles and responsibilities</li> <li>• Promote school values within classrooms</li> <li>• Develop expectations through Junction Way staff manual that school values to be included in general report comment and check boxes</li> <li>• Develop the YJPS manual to ensure clear expectations around 3 way conferences with reflection to vision and values.</li> <li>* Develop a Culture and Wellbeing Professional learning community</li> </ul>			
<b>Outcomes</b>	<p>All stakeholders to know our schools vision and values.  School visions and values clearly articulated within the school  School visions and values displayed throughout the school  STUDENTS:  *Be able to identify the school values and give a we statement.  TEACHERS:  *Identify our school values and use them regularly in communication  COMMUNITY  * Exposed to our values through school displays and communication via Compass, Website and school newsletter</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• School's vision in weekly newsletter, all communication to parents</li> <li>• Included values within letterhead</li> <li>• Website updated with values displayed</li> <li>• Common language ubiquitous throughout the school</li> <li>• Report format changed to reflect values</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>• School's vision in weekly newsletter, all communication to parents</li> <li>• Included values within letterhead</li> <li>• Website updated with values displayed</li> <li>• Common language ubiquitous throughout the school</li> <li>• Report format changed to reflect values</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Health and wellbeing	To set expectations and promote inclusion for improved student attendance
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop teacher capacity to regularly review attendance data</li> <li>• Develop and evaluate strategies to promote attendance</li> <li>• Develop teachers capacity to follow YJPS attendance flow-chart</li> <li>• Develop Culture and Wellbeing PLT and establish a clear goal and actions for improved whole school attendance</li> <li>• Develop attendance awards (termly and yearly)</li> <li>• Develop a 200 days of learning display</li> <li>• Develop IEP for all students with more than 5 days of absence and develop IEP for all students not attending school due to holidays.</li> <li>• Develop effective ways to communicate attendance data to our school community.</li> </ul>
<b>Outcomes</b>	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>* Reduction in student absences</li> <li>* Growth in student awareness of the importance of attending school each day</li> <li>* Students to support classroom teachers to record classroom attendance building their understanding of the importance of attending school and developing a greater responsibility.</li> </ul> <p>TEACHERS</p> <ul style="list-style-type: none"> <li>• IEP for at risk attendance students</li> <li>* staff aware and fulfill attendance responsibilities</li> <li>* Team meeting agenda's to include absence</li> <li>* Collective responsibility to improve student absence.</li> </ul> <p>COMMUNITY</p> <ul style="list-style-type: none"> <li>* Absences informed to parent community via telephone, mail, Compass and newsletter communication</li> <li>* Culture developed of the importance of student attending school each day</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Reduction in student absences</li> <li>• Increased 'approved absences' by parents through Compass</li> <li>• An increased rating from evolving to embedding</li> </ul> <p>(FISO 2 Positive Climate for Learning, Setting Expectations and Promoting Inclusion)</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> <li>• Teams to regularly review attendance data</li> <li>• Evaluate strategies to promote attendance</li> <li>• Follow YJPS attendance flow-chart</li> <li>• Establish a Welfare and Culture PLT</li> <li>• Attendance awards (termly and yearly)</li> <li>• Creation of 200 days display</li> <li>• All classroom teachers to create and share attendance IEP</li> <li>• Include attendance data in weekly newsletter and report</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" 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	\$11,000.00	0.00
Additional Equity funding	\$46,873.00	0.00
<b>Grand Total</b>	<b>\$57,873.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<ul style="list-style-type: none"> <li>Embed vertical PLTs</li> <li>Implement YJPS PLC model</li> <li>Engage with PLC mentor</li> <li>PL session for whole staff lead by SIT</li> <li>Fortnightly SIT meetings – Instructional leaders to share</li> <li>Teacher practice and planning reflective of PLC goals</li> </ul>	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <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	\$7,000.00	
<ul style="list-style-type: none"> <li>PL of Establishing 7 Norms in the Maths Classroom &amp; Inspirational Maths Unit</li> <li>Proficiencies – Understanding the 4</li> <li>Professional Reading – Jo Boaler “Mathematical Mindset”</li> <li>Auditing of maths resources</li> <li>Team engagement within Numeracy PLT goals</li> <li>Reflection and Refining of current assessment documents against Proficiencies and Standards</li> </ul>	from: Term 1 to: Term 4		\$3,000.00	

<ul style="list-style-type: none"> <li>All staff involved in classroom observations of Numeracy</li> <li>Purchasing of maths resources</li> <li>Numeracy PLT reflect HITS and FISO</li> </ul>				
<ul style="list-style-type: none"> <li>School's vision in weekly newsletter, all communication to parents</li> <li>Included values within letterhead</li> <li>Website updated with values displayed</li> <li>Common language ubiquitous throughout the school</li> <li>Report format changed to reflect values</li> </ul>	from: Term 1 to: Term 4		\$500.00	
<ul style="list-style-type: none"> <li>Teams to regularly review attendance data</li> <li>Evaluate strategies to promote attendance</li> <li>Follow YJPS attendance flow-chart</li> <li>Establish a Welfare and Culture PLT</li> <li>Attendance awards (termly and yearly)</li> <li>Creation of 200 days display</li> <li>All classroom teachers to create and share attendance IEP</li> <li>Include attendance data in weekly newsletter and report</li> </ul>	from: Term 1 to: Term 4		\$500.00	
<b>Totals</b>			\$11,000.00	

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy Intervention program for students working below expected standards. Term 1 : grade 1 to grade 4 students Term 2 : prep to grade 3 students Term 3 & 4 : to be evaluated with data reflection Literacy Intervention will be delivered over three days	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$46,873.00	
<b>Totals</b>			\$46,873.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> <li>Embed vertical PLTs</li> <li>Implement YJPS PLC model</li> <li>Engage with PLC mentor</li> <li>PL session for whole staff lead by SIT</li> <li>Fortnightly SIT meetings – Instructional leaders to share</li> <li>Teacher practice and planning reflective of PLC goals</li> </ul>	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>PL of Establishing 7 Norms in the Maths Classroom &amp; Inspirational Maths Unit</li> <li>Proficiencies – Understanding the 4</li> <li>Professional Reading – Jo Boaler “Mathematical Mindset”</li> <li>Auditing of maths resources</li> <li>Team engagement within Numeracy PLT goals</li> <li>Reflection and Refining of current assessment documents</li> </ul>	<input checked="" type="checkbox"/> All Staff	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

<p>against Proficiencies and Standards</p> <ul style="list-style-type: none"> <li>All staff involved in classroom observations of Numeracy</li> <li>Purchasing of maths resources</li> <li>Numeracy PLT reflect HITS and FISO</li> </ul>						
<ul style="list-style-type: none"> <li>School's vision in weekly newsletter, all communication to parents</li> <li>Included values within letterhead</li> <li>Website updated with values displayed</li> <li>Common language ubiquitous throughout the school</li> <li>Report format changed to reflect values</li> </ul>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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
<ul style="list-style-type: none"> <li>Teams to regularly review attendance data</li> <li>Evaluate strategies to promote attendance</li> <li>Follow YJPS attendance flow-chart</li> <li>Establish a Welfare and Culture PLT</li> <li>Attendance awards (termly and yearly)</li> <li>Creation of 200 days display</li> <li>All classroom teachers to create and share</li> </ul>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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

attendance IEP • Include attendance data in weekly newsletter and report						
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