

# 2020 Annual Implementation Plan

## for improving student outcomes

Armada Primary School (2634)



Submitted for review by Rochelle Cukier (School Principal) on 24 March, 2020 at 09:23 AM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 02 June, 2020 at 08:09 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	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	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	<p>We are continuing our learning journey of excellence in teaching and learning and focusing on developing evidence based pedagogies that have high impact on student learning. All of our data sets reveal that the following FISO improvement Model Dimensions are areas of great strength. These include: Building leadership teams; Vision, values and culture and empowering students and building self pride . Areas that we are strong in include: Building practice excellence, Curriculum planning and assessment, Instructional and shared leadership, Strategic resource management, Networks with schools, services and agencies and Parents and carers as partners.</p> <p>Areas that we have identified as requiring strengthening include: Evidence-based high-impact teaching strategies and Evaluating impact on learning. We have already begun to improve on our assessment practices ensuring that a more rigorous assessment schedule is followed. A whole school writing rubric has been devised and this is being used to give feedback to students on what the next steps will be. All children from Prep to Year 4 will have their mathematical concepts and understanding analysed through the Maths Online interview, the students in Years 5 and 6 will use the Fractions and Decimals interview and the teachers will use this plus their own assessments to triangulate the data to ascertain teacher judgements. Professional Learning Teams have been set up across the school in Maths; English, Wellbeing and Learner Agency to ensure a consistency of practice of effective instructional strategies in Maths and English; a whole school</p>
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	<p>proactive approach to protective behaviours and self-regulation which will enable all children to be optimistic and in a positive state of mind, ready to learn. The Learner Agency PLT will aim to enable students have a voice, ownership over their learning and will become assessment capable learners.</p>
<p><b>Considerations for 2020</b></p>	<p>As this is the start of our new strategic plan we are excited to see what this will enable for our children in terms of their learning growth and reaching their full potential. Our self-evaluation reveals that we need to strengthen our consistency of instructional practices that have the highest impact on student learning. We have begun this with the learning (maths) norms established in every classroom. The norms highlight those practices that lead to great mathematical thinking. We also have consistency of approach through the launch, explore, enable, extend and summarise in relation to mathematical concepts. The other area for implementation is evaluating the impact of learning, how do we know we are making a difference to our learners?</p> <p>We will continue to collect evidence of learning through assessment data, interview students and ask them to self-assess along continuum's and to self-assess using rubrics. We also have students complete exit tickets and other measures which offer our teachers feedback on their practices. Student growth will also reveal to teachers whether their instructional practices have had the desired impact.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
<b>Target 1.1</b>	<p>NAPLAN benchmark growth</p> <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth</p> <ul style="list-style-type: none"> <li>● Reading to 32% or above (from 19% in 2019)</li> <li>● Writing to 32% or above (from 15% in 2019)</li> <li>● Numeracy to 32% or above (from 15% in 2019)</li> </ul>
<b>Target 1.2</b>	<p>NAPLAN Year 3 &amp; 5 students performing in the top two bands.</p> <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 85% or above (from 67% in 2019)</li> <li>● Writing to 85% or above (from 64% in 2019)</li> <li>● Numeracy to 85% or above (from 55% in 2019)</li> </ul> <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 75% or above (from 65% in 2019)</li> <li>● Writing to 36% or above (from 16% in 2019)</li> <li>● Numeracy to 65% or above (from 45% in 2019)</li> </ul>
<b>Target 1.3</b>	

	<p>Learning growth using Teacher Judgement</p> <ul style="list-style-type: none"> <li>• In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra).</li> <li>• Our norm -referenced data sets for triangulated data include: <ul style="list-style-type: none"> <li>Maths : Maths Online interview -once a year in Prep -3, Fractions and Decimals Interviews Years 4-6 and NAPLAN at Year 3 and 5</li> <li>Reading: Running records P-6 twice a term, Fountas and Pinnell twice a term, Reading comprehension Torch twice a year</li> <li>Writing: 2 Writing SATS per term using whole school writing rubric based on the 6 traits of writing to assess writing growth</li> </ul> </li> </ul>
<p><b>Target 1.4</b></p>	<p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation—90% or above (from 78% in 2019)</li> <li>• Feedback—90% or above (from 83% in 2019)</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Building practice excellence</p>	<p>Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students</p>

<b>Key Improvement Strategy 1.b</b> Building practice excellence	Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
<b>Key Improvement Strategy 1.d</b> Instructional and shared leadership	Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened
<b>Goal 2</b>	To strengthen student engagement in learning
<b>Target 2.1</b>	<p>Student opinion as shown in the AToSS.</p> <p>By 2023, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—95% or above (from 89% in 2019)</li> <li>• Motivation and interest—95% or above (from 90% in 2019)</li> </ul> <p>By 2023, the attendance data across the school will reduce to:</p> <ul style="list-style-type: none"> <li>• Average absence breakdown for all absences -13% ( from 17.7% in 2019)</li> </ul>
<b>Target 2.2</b>	<p>Parent opinion as shown on the POS.</p> <p>By 2023 increase the percent positive endorsement in the POS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—to 85% or above (from 60% in 2019)</li> <li>• Student motivation and support—to 85% or above (from 52% in 2019)</li> <li>• Stimulating learning environment—to 85% or above (from 59% in 2019)</li> </ul>

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop and implement a learner agency strategy
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Build teacher capacity to enhance student voice and learner agency
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Share student learning data routinely so learning growth and progress are monitored and visible to all
<b>Goal 3</b>	To further enhance the social and emotional wellbeing of every student
<b>Target 3.1</b>	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour—95% or above (from 91% in 2019)</li> <li>• Teacher concern—95% or above (from 89% in 2019)</li> </ul> <p>By 2023, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <ul style="list-style-type: none"> <li>• Positive attitude -92% or above (from 84% in 2018)</li> <li>• Healthy Mind – 90% or above (from 82% in 2018)</li> </ul>



<b>Target 3.2</b>	<p>Parent opinion</p> <p>By 2023, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> <li>• Teacher communication—to 85% or above (from 60% in 2019)</li> <li>• Parent participation and involvement—to 85% or above (from 71% in 2019)</li> <li>• General satisfaction—to 85% or above (from 56% in 2019)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Continue to build the capacity of teachers, students and parents to embed social and emotional learning strategies across the school and community
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Strengthen the learning partnerships with parents and carers to enhance student outcomes

## 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 achievement and learning growth of every student, particularly in literacy and numeracy	Yes	<p>NAPLAN benchmark growth</p> <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth</p> <ul style="list-style-type: none"> <li>● Reading to 32% or above (from 19% in 2019)</li> <li>● Writing to 32% or above (from 15% in 2019)</li> <li>● Numeracy to 32% or above (from 15% in 2019)</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2020, increase the percentage of students in Year 5 making above benchmark growth</p> <p>Reading to 22% or above (from 19% in 2019)</p> <p>Writing to 22% or above (from 15% in 2019)</p> <p>Numeracy to 22% or above (from 15% in 2019)</p>
		<p>NAPLAN Year 3 &amp; 5 students performing in the top two bands.</p> <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 85% or above (from 67% in 2019)</li> <li>● Writing to 85% or above (from 64% in 2019)</li> <li>● Numeracy to 85% or above (from 55% in 2019)</li> </ul> <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 75% or above (from 65% in 2019)</li> <li>● Writing to 36% or above (from 16% in 2019)</li> </ul>	<p>By 2020, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <p>Reading to 72% or above (from 67% in 2019)</p> <p>Writing to 71% or above (from 64% in 2019)</p> <p>Numeracy to 63% or above (from 55% in 2019)</p> <p>By 2020, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p>

		<ul style="list-style-type: none"> <li>Numeracy to 65% or above (from 45% in 2019)</li> </ul>	<p>Reading to 67% or above (from 65% in 2019)  Writing to 21% or above (from 16% in 2019)  Numeracy to 50% or above (from 45% in 2019)</p>
		<p>Learning growth using Teacher Judgement</p> <ul style="list-style-type: none"> <li>In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra).</li> <li>Our norm -referenced data sets for triangulated data include: <p>Maths : Maths Online interview -once a year in Prep -3, Fractions and Decimals Interviews Years 4-6 and NAPLAN at Year 3 and 5</p> <p>Reading: Running records P-6 twice a term, Fountas and Pinnell twice a term, Reading comprehension Torch twice a year</p> </li> </ul>	<p>Learning growth using Teacher Judgement</p> <p>By the end of 2020, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards – based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra).</p>

		<p>Writing: 2 Writing SATS per term using whole school writing rubric based on the 6 traits of writing to assess writing growth</p>	
		<p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation—90% or above (from 78% in 2019)</li> <li>• Feedback—90% or above (from 83% in 2019)</li> </ul>	<p>Staff opinion as shown in the SSS.</p> <p>By 2020 the per cent positive endorsement on the SSS will be:</p> <p>Professional learning through peer observation—81% or above (from 78% in 2019)</p> <p>Feedback—85% or above (from 83% in 2019)</p>
To strengthen student engagement in learning	Yes	<p>Student opinion as shown in the AToSS.</p> <p>By 2023, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—95% or above (from 89% in 2019)</li> <li>• Motivation and interest—95% or above (from 90% in 2019)</li> </ul> <p>By 2023, the attendance data across the school will reduce to:</p> <ul style="list-style-type: none"> <li>• Average absence breakdown for all absences -13% ( from 17.7% in 2019)</li> </ul>	<p>Student opinion as shown in the AToSS.</p> <p>By 2020, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <p>Student voice and agency—92% or above (from 89% in 2019)</p> <p>Motivation and interest—91% or above (from 90% in 2019)</p> <p>By 2020, the attendance data across the school will reduce to:</p> <p>Average absence breakdown for all absences -15% ( from 17.7% in 2019)</p>
		<p>Parent opinion as shown on the POS.</p>	<p>Parent opinion as shown on the POS.</p>

		<p>By 2023 increase the percent positive endorsement in the POS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—to 85% or above (from 60% in 2019)</li> <li>• Student motivation and support—to 85% or above (from 52% in 2019)</li> <li>• Stimulating learning environment—to 85% or above (from 59% in 2019)</li> </ul>	<p>By 2020 increase the percent positive endorsement in the POS:</p> <p>Student motivation and support—to 57% or above (from 52% in 2019)</p> <p>Stimulating learning environment—to 67% or above (from 59% in 2019)</p>
To further enhance the social and emotional wellbeing of every student	Yes	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour—95% or above (from 91% in 2019)</li> <li>• Teacher concern—95% or above (from 89% in 2019)</li> </ul> <p>By 2023, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <ul style="list-style-type: none"> <li>• Positive attitude -92% or above (from 84% in 2018)</li> <li>• Healthy Mind – 90% or above (from 82% in 2018)</li> </ul>	<p>Student opinion as shown in the AToSS</p> <p>By 2020, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <p>Effective classroom behaviour—92% or above (from 91% in 2019)</p> <p>Teacher concern—92% or above (from 89% in 2019)</p> <p>By 2020, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <p>Positive attitude -87% or above (from 84% in 2018)</p> <p>Healthy Mind – 84% or above (from 82% in 2018)</p>
		<p>Parent opinion</p> <p>By 2023, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> <li>• Teacher communication—to 85% or above (from 60% in 2019)</li> </ul>	<p>Parent opinion</p> <p>By 2020, the percent positive endorsement on the POS will improve:</p> <p>General satisfaction—to 63% or above (from 56% in 2019)</p>

		<ul style="list-style-type: none"> <li>• Parent participation and involvement—to 85% or above (from 71% in 2019)</li> <li>• General satisfaction—to 85% or above (from 56% in 2019)</li> </ul>	
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<b>Goal 1</b>	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
<b>12 Month Target 1.1</b>	By 2020, increase the percentage of students in Year 5 making above benchmark growth Reading to 22% or above (from 19% in 2019) Writing to 22% or above (from 15% in 2019) Numeracy to 22% or above (from 15% in 2019)
<b>12 Month Target 1.2</b>	By 2020, increase the percentage of Year 3 students in the top two NAPLAN bands for:  Reading to 72% or above (from 67% in 2019) Writing to 71% or above (from 64% in 2019) Numeracy to 63% or above (from 55% in 2019)  By 2020, increase the percentage of Year 5 students in the top two NAPLAN bands for:  Reading to 67% or above (from 65% in 2019) Writing to 21% or above (from 16% in 2019) Numeracy to 50% or above (from 45% in 2019)
<b>12 Month Target 1.3</b>	Learning growth using Teacher Judgement By the end of 2020, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards – based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra).
<b>12 Month Target 1.4</b>	Staff opinion as shown in the SSS.  By 2020 the per cent positive endorsement on the SSS will be:

	Professional learning through peer observation—81% or above (from 78% in 2019) Feedback—85% or above (from 83% in 2019)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students	Yes
<b>KIS 2</b> Building practice excellence	Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom	Yes
<b>KIS 3</b> Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes	Yes
<b>KIS 4</b> Instructional and shared leadership	Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened	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 school's student learning data was indicating that there was a need to focus on improving the achievement and learning growth of every student. In particular the 2019 NAPLAN growth data showed that a number of able students from Year 3 in 2017 were not making the expected high growth. Through building deeper understanding by staff of evidence-based practice and the use of data and assessment, including the use of NAPLAN and other standards-based data, to target differentiated curriculum planning and point of need learning was a priority for the next planning period. Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of student assessment and data literacy. This finding was consistent with our recent school review for our new Strategic Plan and our School Staff Survey results reflected lack of teacher confidence in using triangulation of data. Feedback given by staff around moderation of student work samples shows that this requires strengthening and our 2019 Panorama NAPLAN comparison to Teacher Judgement data shows that there should be stronger alignment.	
<b>Goal 2</b>	To strengthen student engagement in learning	

<p><b>12 Month Target 2.1</b></p>	<p>Student opinion as shown in the AToSS.</p> <p>By 2020, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <p>Student voice and agency—92% or above (from 89% in 2019)          Motivation and interest—91% or above (from 90% in 2019)</p> <p>By 2020, the attendance data across the school will reduce to:          Average absence breakdown for all absences -15% ( from 17.7% in 2019)</p>	
<p><b>12 Month Target 2.2</b></p>	<p>Parent opinion as shown on the POS.</p> <p>By 2020 increase the percent positive endorsement in the POS:</p> <p>Student motivation and support—to 57% or above (from 52% in 2019)          Stimulating learning environment—to 67% or above (from 59% in 2019)</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Develop and implement a learner agency strategy</p> <p>Yes</p>	
<p><b>KIS 2</b> Intellectual engagement and self-awareness</p>	<p>Build teacher capacity to enhance student voice and learner agency</p> <p>Yes</p>	
<p><b>KIS 3</b> Empowering students and building school pride</p>	<p>Share student learning data routinely so learning growth and progress are monitored and visible to all</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>Our school review report highlighted that the school had created a range of opportunities for student leadership and voice in school decision making and that the students, as evidenced through the ATOSS survey, have a strong sense of school pride and enjoy a highly positive climate for learning. The report also recommended that strengthening learner agency so that all students were 'leaders' of their own learning, where they were able to set meaningful learning goals, monitor their own learning and self-assess were areas that would further enhance the school's positive climate for learning and further improve student learning outcomes. The first step in implementing this would be to develop a school wide learner agency strategy, unpack what this looks like with staff and students and then build our teacher's capacity to enact this within our pedagogical model.</p>	
<p><b>Goal 3</b></p>	<p>To further enhance the social and emotional wellbeing of every student</p>	
<p><b>12 Month Target 3.1</b></p>	<p>Student opinion as shown in the AToSS</p> <p>By 2020, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <p>Effective classroom behaviour—92% or above (from 91% in 2019)  Teacher concern—92% or above (from 89% in 2019)</p> <p>By 2020, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <p>Positive attitude -87% or above (from 84% in 2018)  Healthy Mind – 84% or above (from 82% in 2018)</p>	
<p><b>12 Month Target 3.2</b></p>	<p>Parent opinion</p> <p>By 2020, the percent positive endorsement on the POS will improve:  General satisfaction—to 63% or above (from 56% in 2019)</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b>  Setting expectations and promoting inclusion</p>	<p>Continue to build the capacity of teachers, students and parents to embed social and emotional learning strategies across the school and community</p>	
<p><b>KIS 2</b>  Parents and carers as partners</p>	<p>Strengthen the learning partnerships with parents and carers to enhance student outcomes</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.

The Department of Education has recognised that positive wellbeing is paramount for children's learning and children must be in a positive state of mind for academic growth to occur. The Resilience Survey which is undertaken each year with students in Years 4-6 reveals that there is still work to do around ensuring our children are experiencing healthy wellbeing. We will continue to build on our capacity to implement social and emotional learning strategies through Professional learning for all staff. We will also ensure that there is the consistent use of Restorative practices to help children see another perspective, there will be regular implementation of circle time, teaching the children zones of regulation and holding workshops for parents to learn about protective behaviours and mental health and wellbeing strategies to implement at home.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
<b>12 Month Target 1.1</b>	By 2020, increase the percentage of students in Year 5 making above benchmark growth Reading to 22% or above (from 19% in 2019) Writing to 22% or above (from 15% in 2019) Numeracy to 22% or above (from 15% in 2019)
<b>12 Month Target 1.2</b>	By 2020, increase the percentage of Year 3 students in the top two NAPLAN bands for:  Reading to 72% or above (from 67% in 2019) Writing to 71% or above (from 64% in 2019) Numeracy to 63% or above (from 55% in 2019)  By 2020, increase the percentage of Year 5 students in the top two NAPLAN bands for:  Reading to 67% or above (from 65% in 2019) Writing to 21% or above (from 16% in 2019) Numeracy to 50% or above (from 45% in 2019)
<b>12 Month Target 1.3</b>	Learning growth using Teacher Judgement By the end of 2020, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards – based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra).
<b>12 Month Target 1.4</b>	Staff opinion as shown in the SSS.  By 2020 the per cent positive endorsement on the SSS will be:  Professional learning through peer observation—81% or above (from 78% in 2019) Feedback—85% or above (from 83% in 2019)
<b>KIS 1</b> Building practice excellence	Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students

<b>Actions</b>	<p>Armadale Primary has chosen the following actions in order to strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students.</p> <ul style="list-style-type: none"> <li>• Construction of Professional Learning Teams (PLTS) in English, Maths, Wellbeing and Learner Agency which have membership from each year level across the school. These teams are led by the Maths and English Learning Specialists, the Assistant Principal and Principal.</li> <li>• Develop a whole school protocol or continuum to track student growth and achievement and to use this to design a differentiated teaching and learning program.</li> </ul> <p>- Further develop the capacity of teachers in Data Literacy to enable them to more effectively track student growth</p>
<b>Outcomes</b>	<p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>- will have a stronger understanding of the learning intentions for each of the learning experiences</li> <li>- will co-construct a writing continuum that they can self-assess against</li> <li>- will become assessment capable learners and will know what the next steps are in their growth</li> <li>- use the Learning norms in the classrooms as ways of being a learner</li> <li>- will be positioned agentially to be able to shape and direct their learning</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>-will understand the structure of the pedagogical model and use the agreed instructional model regularly to design, plan and deliver lessons</li> <li>- will continue to research into the most effective literacy strategies that have the greatest impact on student learning</li> <li>-will use online resources such as the literacy portal and toolkit and refer to the Literacy and Numeracy strategy</li> <li>- will develop a whole school approach to the effective teaching of spelling</li> <li>- will use these resources to strengthen their pedagogical content knowledge</li> <li>- work collaboratively with their teams and across the school to deepen their knowledge of how reading skills develop</li> <li>- work closely with both Learning Specialists in teams and in the classrooms</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>- will use multiple sources of evidence to track pedagogical model implementation including barriers and enablers to the success of the PLT teams</li> <li>- will support teachers through professional learning and coaching conversations to deepen their understanding of using assessment data to differentiate the learning for all students</li> <li>- will support teachers by leading the learning in each of the PLT teams</li> <li>- will model the use of the school's pedagogical framework -"Know, Do and Be" in PL sessions to ensure there is differentiation and personalisation</li> <li>- continue to support the researchfulness of the teams through the school's Learning Ecology model</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- All teachers pro-actively participate in a range of collaborative activities, which are regularly evaluated in terms of impact on teaching.</li> <li>- Data is consistently used in PLT meetings to support curriculum design and planning.</li> <li>- The school has a data management system on Compass that enables teachers to readily access and use data at team, class and individual levels.</li> <li>- Regular updates to PLT data walls will ensure tracking of individual progress.</li> <li>- Teacher judgements reflect all students deemed capable are achieving growth across all discipline areas</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Second Year of appointment of a Learning Specialist in English and Maths to work alongside other teachers	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,000.00  <input type="checkbox"/> Equity funding will be used
Review assessment schedule	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All staff complete professional learning workshops on analysing and using data led by the Leadership team	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Continue the partnership with EdPartnerships and James Russo from Monash University to develop teachers' strong pedagogical content knowledge</li> <li>- Develop teachers' capacity to employ teaching strategies that enable maximum growth for all learners</li> </ul>			

	<ul style="list-style-type: none"> <li>- Embed the school instructional model for the teaching of Reading, Writing and Numeracy which involves: 1. whole group (launch) ,2. small groups ( enabling and extending prompts) and 3. summarise ( come back to whole group)</li> </ul>			
<b>Outcomes</b>	<p>STUDENTS will</p> <ul style="list-style-type: none"> <li>- Be able to experience greater success and confidence by using enabling and extending prompts during learning experiences</li> <li>- Be able to collaborate effectively with other students to achieve deeper conceptual understanding</li> <li>- Be able to become assessment capable learners</li> <li>- Provide regular feedback to their teachers about the effectiveness of their practices and the growth they are achieving</li> </ul> <p>TEACHERS</p> <ul style="list-style-type: none"> <li>- will continue to embed the whole school instructional models for the teaching of Reading, Writing and Numeracy</li> <li>- will bring evidence of learning to collaborative team meetings on a weekly basis to discuss, analyse and evaluate, to then inform the next stage planning</li> <li>- share learning practices that are effective in achieving growth for students</li> <li>- will use learning intentions in the whole( launch phase) which makes the lesson explicit and provides a focus</li> <li>- enables teachers to differentiate the learning for all learners</li> </ul> <p>LEADERS</p> <ul style="list-style-type: none"> <li>- will create the conditions for every member of our community to learn, thrive and grow as they experience a strong sense of belonging in the learning</li> <li>- will enable teachers to feel empowered in the learning cycle</li> <li>- will collect a variety of evidence used to evaluate impact of teaching on student outcomes;</li> <li>- will see growth in the Staff Survey data for the following variables : Monitor effectiveness using data; and Use evidence to inform teaching practice to improve by 5%</li> </ul>			
<b>Success Indicators</b>	<p>Collection of evidence from the students via interviews</p> <ul style="list-style-type: none"> <li>- data revealed by NAPLAN in 2020</li> <li>- data revealed through our assessment practices and schedule and tracked on Compass</li> <li>- Strengthening of practices as a result of collaboration with both Learning Specialists -revealed in Staff Survey results</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Teams meeting weekly and collaborating on design and planning to ensure instructional model is embedded	<input checked="" type="checkbox"/> All Staff <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
Professional Learning days and Curriculum days focusing on strengthening our Instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Each teaching team continues to design and plan curriculum enactment with the Assistant Principal, Literacy Specialist and Maths Specialist based on the evidence of learning growth from the students</li> <li>- Construction of Professional Learning Teams (PLTS) in English, Maths, Wellbeing and Learner Agency which have membership from each year level across the school. These teams undertake research and professional learning, similar to a CoP to determine which practices have the highest impact on student learning. These shared practices will ensure greater consistency across the school.</li> </ul>			
<b>Outcomes</b>	<p>STUDENTS will</p> <ul style="list-style-type: none"> <li>- Become more familiar and adept at able to experience greater success and confidence by using enabling and extending prompts during learning experiences</li> <li>- Be able to position themselves agenticallly in their learning and recognise which strategies help them to move the learning forward</li> <li>- Be able to collaborate effectively with other students to achieve deeper conceptual understanding</li> <li>- Be able to become assessment capable learners through the use of learning goals and continuums which they self assess against</li> <li>- Provide regular feedback to their teachers about the impact of their teaching and the effectiveness of their practices</li> </ul> <p>TEACHERS</p>			

	<ul style="list-style-type: none"> <li>- will continue to embed the whole school instructional models for the teaching of Reading, Writing and Numeracy</li> <li>- further develop their confidence and efficacy through being coached by both learning specialists</li> <li>- will bring evidence of learning to collaborative team meetings on a weekly basis to discuss, analyse and evaluate, to then inform the next stage planning</li> <li>- will share the learning practices that are effective in achieving growth for students in their CoP's</li> <li>- will use learning intentions in the whole( launch phase) which makes the lesson explicit and provides a focus</li> </ul> <p>LEADERS</p> <ul style="list-style-type: none"> <li>- will create the conditions for every member of our community to learn, thrive and grow as they experience a strong sense of belonging in the learning</li> <li>- will enable teachers to feel empowered in the learning cycle</li> <li>- will collect a variety of evidence used to evaluate impact of teaching on student outcomes;</li> <li>- will see growth in the Staff Survey data for for the following variables : Monitor effectiveness using data; and Use evidence to inform teaching practice to improve by 5%</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Collection of evidence from the students via interviews</li> <li>- data revealed through our assessment practices and schedule and tracked on Compass</li> <li>- Strengthening of practices as a result of collaboration with both Learning Specialists -revealed in Staff Survey results</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Second Year of appointment of a Learning Specialist in English and Maths to work alongside other teachers	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Architecture is redesigned to enable release of Learning Specialists	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used



<b>KIS 4</b> Instructional and shared leadership	Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened
<b>Actions</b>	<p>Our leadership team is driven by the moral purpose of improving the educational outcomes of all students. They contribute to the development of our whole school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust building and support. Our leaders have a shared purpose based on the school's vision and values, context and community. Within the leadership team, roles were identified and strengthened very early on the year. Each Learning Specialist has undertaken professional development specific to their role either through Basto or SaGE. Each member of the leadership team has clarity around their role and understanding the strengths and contributions that they bring to their role. The instructional coaching role is shared between the Assistant Principal who is responsible for daily organisation, curriculum implementation and assessment and shares wellbeing; the Maths Learning specialist who coaches all of the level teams in numeracy, our instructional model and lesson sequences. The English learning specialist constructed the whole school writing rubric and coaches teams on refining effective reading practises</p> <p>Our Leading Teacher is primarily responsible for Facilities, grounds and project management of capital works. Our Business manager has a vital role in ensuring that everything we undertake to improve the outcomes for students is budgeted for.</p>
<b>Outcomes</b>	<p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>- will have learning outcomes lifted through the monitoring and evaluating of teachers practices to ensure that these are of greatest impact</li> <li>- will be positioned agenticly to shape and direct their learning as a result of greater consistency in classroom practice</li> </ul> <p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>-will benefit from having the learning specialists work with them in curriculum design sessions.</li> <li>- will continue to research into the most effective literacy strategies that have the greatest impact on student learning</li> <li>-will use online resources such as the literacy portal and toolkit and refer to the Literacy and Numeracy strategy</li> <li>- will use the feedback from the learning specialist to strengthen their pedagogical content knowledge</li> <li>-will work closely with both Learning Specialists in their teams and utilise opportunities for team teaching</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>-will empower and develop their staff, build team capacity, collectively and individually at their point of need, expect consistency of practice and establish high levels of accountability.</li> <li>- will create safe environments where teachers are able to develop their practice with others.</li> <li>- will understand their role is to lead student learning and they will self-manage to ensure they are prioritising student outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>- will support teachers more directly through professional learning and coaching conversations to deepen their understanding of using assessment data to differentiate the learning for all students</li> <li>- will ensure that student progress is systematically monitored and that teachers use assessment results to inform and direct their teaching.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Collection of evidence from the students via interviews / surveys</li> <li>- data revealed through our assessment practices and schedule and tracked on data walls and on Compass</li> <li>- Strengthening of practices as a result of collaboration with both Learning Specialists -revealed in Staff Survey results</li> <li>- improvements in grounds and facilities and realising of major capital works projects -Upgrade of our sports courts</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Leadership team meets weekly to ensure we are on track with our goals and targets	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Architecture is redesigned to enable release of Learning Specialists	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Specialists are released to undertake further Professional Development with Monash University	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

Principal undertakes Professional Development webinars with Bastow	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To strengthen student engagement in learning			
<b>12 Month Target 2.1</b>	<p>Student opinion as shown in the AToSS.</p> <p>By 2020, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <p>Student voice and agency—92% or above (from 89% in 2019)  Motivation and interest—91% or above (from 90% in 2019)</p> <p>By 2020, the attendance data across the school will reduce to:  Average absence breakdown for all absences -15% ( from 17.7% in 2019)</p>			
<b>12 Month Target 2.2</b>	<p>Parent opinion as shown on the POS.</p> <p>By 2020 increase the percent positive endorsement in the POS:</p> <p>Student motivation and support—to 57% or above (from 52% in 2019)  Stimulating learning environment—to 67% or above (from 59% in 2019)</p>			
<b>KIS 1</b> Empowering students and building school pride	Develop and implement a learner agency strategy			
<b>Actions</b>	<p>The school will conduct a review of the student voice and agency structure within the school</p> <ul style="list-style-type: none"> <li>• Develop a whole-school understanding of what learner agency in learning looks like</li> <li>• Identify opportunities to activate student agency in learning</li> </ul> <p>STUDENTS will:</p> <ul style="list-style-type: none"> <li>• Be able to identify specific examples of agency in learning in their classes</li> <li>• Set and track progress against individual learning goals</li> <li>• Formally contribute to curriculum design through the Big Idea provocations and determine the action they would like take</li> </ul>			

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Be able to articulate what student agency in learning looks like both generally</li> <li>• Explicitly teach students to set and track progress against individual learning goals</li> <li>• Collaborate across whole school teams to explicitly integrate opportunities for student agency within the whole-school curriculum plan,</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Be able to clearly articulate what student agency looks like at Armadale Primary School</li> <li>• Ensure students are consulted as key stakeholders in whole-school curriculum planning</li> <li>• Regularly meet with student focus groups to seek feedback on implementation progress</li> <li>• Regularly seek opportunities to monitor implementation progress</li> </ul>			
<b>Outcomes</b>	<p>AToSS will demonstrate improved perceptions of student agency and voice : Student voice and agency—92% or above (from 89% in 2019) Motivation and interest—91% or above (from 90% in 2019)  Parent opinion survey data will reflect increased student agency and voice  Students will report improved levels of student voice, agency and leadership, and will demonstrate increased agency in learning</p>			
<b>Success Indicators</b>	<p>Leaders will engage in professional learning presentations on student agency, embed the new learner agency strategy as part of the Learning Ecology  Teachers PDP's will reflecting on progress in implementing agency in learning,  Development of students' individual learning Goals and self-assessment on continuums will be strengthened.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Student leadership, voice and agency model will be reviewed through the Learner Agency PLT	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Development of an Armadale Primary School Learner Agency Strategy	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Development and implementation of professional learning program to support staff understanding of student agency	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,455.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Intellectual engagement and self-awareness	Build teacher capacity to enhance student voice and learner agency			
<b>Actions</b>	The school will continue to position students agentially so that they are empowered and have the will to drive their own learning. Students and teachers have an authentic learning partnership throughout the school . We will continue to design learning experiences and opportunities that connect to real life and are purposeful to the children. Continue with our partnering with Ed Partnerships to further develop our skills to co-construct the learning with the children. Strengthen our focus on developing the dispositions that enable optimum growth for all children. Students will learn more effectively if they understand how they learn and how to manage their own learning.Through modeling and coaching, teachers can teach students how to use a range of learning strategies, including the ability to activate background knowledge, plan ahead, and apportion time and memory; to create explanations in order to improve understanding; as well as to evaluate their own work, seek out additional insights, and revise and improve it.			
<b>Outcomes</b>	<b>STUDENTS</b> <ul style="list-style-type: none"> <li>- will be able to experience greater ownership and engagement with their learning</li> <li>- will have deeper learning experiences because of the connections to prior learning and the opportunities to problem solve</li> <li>- are able to collaborate effectively with other students to achieve deeper conceptual understanding</li> <li>- demonstrate the learning dispositions we aspire our students to develop and to think critically and creatively</li> <li>- define their own learning goals, and monitoring their progress in achieving them.</li> <li>- will take responsibility for their learning and are, on the whole, independent and self-regulating learners.</li> <li>- can track and measure their own learning</li> </ul> <b>TEACHERS</b>			

	<ul style="list-style-type: none"> <li>- will invite students to collaborate and afford them the opportunity to co-construct with the students</li> <li>-will position themselves as learners in the process and not as the experts</li> <li>- will implement a “metacognitive” approach to instruction which can help students take control of their own learning using a set of personalised learning strategies</li> <li>- will help students self-assess their understanding and how they best approach learning.</li> <li>- will provide opportunities for student’s self-direction, goal-setting and planning, and formative assessment with regular opportunities for reflection on learning strategies and outcomes, feedback, and revision of work</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>- will support teachers through professional learning which will enable them to develop in students the capacity for strategic learning.</li> <li>- will support teachers to design to develop students’ metacognitive capacity and agency,</li> <li>- will model the use of the school’s pedagogical framework -"Know, Do and Be" in PL sessions</li> <li>- will continue to support the researchfulness of the teams through the school’s Learning Architecture</li> <li>- will continue to make the learning visible for our community and strengthen partnership with our parents</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- ATOSS outcomes will all be maintained or improved Student opinion as shown in the ATOSS. By 2020, the percent positive endorsement on the ATOSS for Years 4–6 will be: Student voice and agency—92% or above (from 89% in 2019) Motivation and interest—91% or above (from 90% in 2019) By 2020, the attendance data across the school will reduce to: Average absence breakdown for all absences -15% ( from 17.7% in 2019)</li> <li>- Staff Opinion Survey will be maintained or improved</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Ensure Learning Architecture supports a minimum of 1 hour design time for all team members per week to collaborate	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Ensure accountability and quality control of curriculum design with Assistant Principal and Learning Specialist collaborating with level	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

teams with use of the 4C's scaffold (clarifying questions, consulting, coaching and collaborating)			to: Term 4	<input type="checkbox"/> Equity funding will be used
Newly established PLT team will work across the school to establish a Learner agency strategy and model to adopt and implement	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Empowering students and building school pride	Share student learning data routinely so learning growth and progress are monitored and visible to all			
<b>Actions</b>	<p>Armada Primary will further prioritise, develop and extend Data Literacy practices in the school and ensure teachers have dedicated time to collaboratively build their capabilities.. This will require a more tightly structured systemic approach to the collection and use of data and evidence to inform decision making in classrooms and across the school. Teachers will use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve. Evidence and data will be scrutinised, analysed and questioned by teams of teachers and leaders working collaboratively in a supportive professional learn.</p> <p>The following questions will guide our data literacy practices:</p> <p>What is it we expect our students to learn?</p> <ul style="list-style-type: none"> <li>• How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed essential?</li> <li>• How will we respond when some of our students do not learn?</li> <li>• How will we enrich and extend the learning for students who are already proficient?</li> </ul>			
<b>Outcomes</b>	<p>Students :</p> <ul style="list-style-type: none"> <li>- will display their thinking so the teacher will be aware of their conceptual understanding ,</li> <li>- will learn to become increasingly effective critics of their own and each other's work as they use rubrics and continuums tools to engage in self- and peer-assessment.</li> <li>- will track their learning growth and progress through "Bump up walls", charts and continuums</li> </ul> <p>Teachers:</p>			

	<ul style="list-style-type: none"> <li>- will construct data walls and charts that visibly display where each learner is at and use these to inform design and planning</li> <li>- will design collaborative learning opportunities that encourage students to question, explain, and elaborate their thoughts and co-construct solutions;</li> <li>- will provide meaningful tasks that builds on students' prior knowledge and experiences and actively engages them in rich, engaging tasks that help them achieve conceptual understanding and transferable knowledge and skills;</li> <li>- will provide ongoing diagnostic assessments and opportunities for students to receive timely and helpful feedback, develop and exhibit competence, and revise work to improve;</li> <li>- will design assessments that place value on growth rather than on scores earned at one discrete moment have been found to create higher motivation, greater agency, and higher levels of cognitive engagement,</li> <li>- work directly with students, to discuss their data and determine their future learning goals with the focus being on personal growth and progress, rather than on comparison with others.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- will provide Professional Learning opportunities to develop teacher's capacity in data literacy</li> <li>- ensure teachers are using formative assessment tools and offering effective feedback to students to enable them to identify what they need to learn and demonstrate in order to progress.</li> <li>- work with teams to monitor student performance. This is an ongoing process which ensures that the whole school (students, teachers and leaders) is on a path of continuous improvement.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Visual displays of data walls, bump up charts are evident in classrooms</li> <li>- Student learning outcomes are improved showing 12 months growth of all students deemed capable in 1 year.</li> <li>- Students using learning goals routinely to track and measure growth</li> <li>- Student opinion as shown in the AToSS. By 2020, the percent positive endorsement on the AToSS for Years 4–6 will be: Student voice and agency—92% or above (from 89% in 2019) Motivation and interest—91% or above (from 90% in 2019)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



Staff to undertake Professional Learning in Data Literacy	<input checked="" type="checkbox"/> Leadership Team <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
Level teams and PLT 's will have an increased focus in implementing data literacy discussions and measures, evaluation of teaching practices informed by student growth	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Increased usage of data walls and tracking to differentiate, target teaching and personalise the learning for all	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To further enhance the social and emotional wellbeing of every student			
<b>12 Month Target 3.1</b>	<p>Student opinion as shown in the AToSS</p> <p>By 2020, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <p>Effective classroom behaviour—92% or above (from 91% in 2019) Teacher concern—92% or above (from 89% in 2019)</p> <p>By 2020, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <p>Positive attitude -87% or above (from 84% in 2018) Healthy Mind – 84% or above (from 82% in 2018)</p>			
<b>12 Month Target 3.2</b>	<p>Parent opinion</p> <p>By 2020, the percent positive endorsement on the POS will improve: General satisfaction—to 63% or above (from 56% in 2019)</p>			

<b>KIS 1</b> Setting expectations and promoting inclusion	Continue to build the capacity of teachers, students and parents to embed social and emotional learning strategies across the school and community			
<b>Actions</b>	Implementation of protective wellbeing measures through curriculum programs and workshops for children Running of Professional Development programs for teachers to embed protective behaviours such as Body safety and Love Me Love you programs Participation in the Fathering Project to support the dads in our community to be the best that they can be Running of Professional Development programs for Parents to embed protective behaviours in their family such as those run by Body safety Australia and Love Me Love you programs Ongoing partner in the Respectful Relationships Program			
<b>Outcomes</b>	<p>STUDENTS will:</p> <ul style="list-style-type: none"> <li>• Understand and enact the protective behaviours that will promote positive wellbeing.</li> <li>• Understand their feelings and demonstrate the self -regulating strategies that enable children to be ready to learn.</li> <li>• Students will take responsibility for their own behaviour and support their peers and friends to embed the 5 values that lead to great learning</li> </ul> <p>TEACHERS will:</p> <ul style="list-style-type: none"> <li>• Participate in Body Safety, Love Me Love You and Restorative practices -Wellbeing professional learning.</li> <li>• Attend scheduled meetings as indicated in the term meeting schedule.</li> <li>• take collective responsibility for all of the students wellbeing and assist in restorative practices</li> <li>• Implement the whole school wellbeing strategies and processes developed in the classroom and in the yard.</li> <li>• Promote an inclusive school environment and create a strong sense of belonging</li> </ul> <p>LEADERS will:</p> <ul style="list-style-type: none"> <li>• Lead the continued implementation with scheduled meetings allocated through the term meeting schedule for all staff.</li> <li>• Promote professional learning for all staff and allocate funds to enable this to happen</li> <li>• Enable staff to participate in the Respectful Relationships Professional Development.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Attitudes To School Survey, Parent Survey, Staff Survey</li> <li>• Resilience Survey results</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Love me Love You Professional Learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Body Safety Australia	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Kristy Elliot - Professional Learning on Circle Time	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$800.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Parents and carers as partners	Strengthen the learning partnerships with parents and carers to enhance student outcomes			
<b>Actions</b>	Continue to develop the opportunities already started last year in partnering with parents in class workshops and forums Extend the use the of Google Meets platform to partner with our parents Continue with the Learning walks opportunities and focus groups when introducing the Big Idea			
<b>Outcomes</b>	<p>Students</p> <ul style="list-style-type: none"> <li>- will be able to engage more with their parents and carers about their Investigations, Big Idea and ERP's</li> <li>- become more confident because parents are more familiar with our instructional model and use of language to differentiate the learning, such as enabling and extending prompts</li> <li>- share more with their parents in their learning experiences at school and have greater engagement</li> <li>-improve their learning outcomes</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- will experience a greater connection with parents because they have a stronger understanding of learning approaches</li> <li>- are likely to see stronger motivation in children and greater engagement</li> </ul>			

	Parents/ carers will - Feel a stronger connection to the school - Be more engaged with the learning experiences offered - have greater confidence that they are equipped to support the children's learning at home			
<b>Success Indicators</b>	Parent opinion By 2020, the percent positive endorsement on the POS will improve: General satisfaction—to 63% or above (from 56% in 2019) Conduct our own surveys of our models and approaches and collection of exit tickets to measure the success of this KIS			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Partnering workshops and forums	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$6,755.00	\$6,755.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$6,755.00</b>	<b>\$6,755.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Development of an Armadale Primary School Learner Agency Strategy	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Development and implementation of professional learning program to support staff understanding of student agency	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,455.00	\$1,455.00
Body Safety Australia	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Kristy Elliot - Professional Learning on Circle Time	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$800.00	\$800.00

<b>Totals</b>		\$6,755.00	\$6,755.00
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Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Second Year of appointment of a Learning Specialist in English and Maths to work alongside other teachers	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
All staff complete professional learning workshops on analysing and using data led by the Leadership team	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Learning days and Curriculum days focusing on strengthening our Instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Ed Partnerships James Russo	<input checked="" type="checkbox"/> On-site
Staff to undertake Professional Learning in Data Literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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